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ABSTRACT

A review of systems engineering concepts as applied to training programs at Army training schools was conducted. It was concluded that through systems engineering, the programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know." Since the programs are being constructed by personnel relatively unskilled in systems engineering and training program design, appropriate training methods are recommended. An Army-developed systems engineering guide was reviewed and reduced to outline form, and a graphic display of products of information and sub-products, or elements of work, was prepared. (Author)

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# HumRRO

## Implementation of Systems Engineering Concepts in Army Training

D. Schley Ricketson, Robert H. Wright, and Russel E. Schulz

**HUMAN RESOURCES RESEARCH ORGANIZATION**  
300 North Washington Street • Alexandria, Virginia 22314

Presentation at  
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Symposium on Man-Machine Systems  
Winter Park, Florida November 1970

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Washington, D.C. 20310

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### Prefatory Note

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## IMPLEMENTATION OF SYSTEMS ENGINEERING CONCEPTS IN ARMY TRAINING

D. Schley Ricketson, Robert H. Wright, and  
Russel E. Schulz

In the past, Army training programs have been developed by experienced job holders using methods that were largely intuitive. Over time, the programs were modified by training or administrative personnel when changes seemed desirable. Therefore, the content of training programs has consisted of information the developers logically thought trainees should have. As an example, experimental studies suggest that excessive amounts of time are often devoted to instructing maintenance trainees in the theories of power plant operation, electricity, and hydraulics. On the other hand, little systematic effort was devoted to determining the potential contribution of each training point to practical performance of the job in the field.

In February 1968, a large scale effort was initiated in the Army to systems engineer all training programs within a five-year period. The purpose is to design courses of instruction to focus on those skills and knowledges essential for adequate performance of jobs at the entry level. The approach is to have experienced Army job holders systematically design training programs against actual job requirements by using the following processes in sequence:

- (1) Job analysis
  - (2) Selection of tasks for school training
  - (3) Training analysis
  - (4) Development of training materials
  - (5) Development of testing materials
- (and, following the administration of training)
- (6) Quality control and feedback

Based on an analysis of actual job requirements, such a systematic design of training programs can be expected to eliminate most of the "nice-to-know" content that characterizes some portions of today's training. It should also better orient training programs to those essential "need-to-know" skills and knowledges required to perform jobs at the field entry level.

Army job holders in this program are not highly experienced or knowledgeable in systems engineering methods, training program design, or state-of-the-art training technology. However, they are given an orientation to systems engineering and are provided an Army-developed systems engineering guide (CONARC Regulation 350-100-1, *Systems Engineering of Training—Course Design*). Education specialists at each participating training school are assigned to provide assistance and technical supervision to working level personnel.

Approximately one year after its inception, a review of the systems engineering program was undertaken at one of the Army training schools by members of the HumRRO staff. The goals of that review effort were to examine the implementation of the program and to provide suggestions for changes that might improve its effectiveness. In this paper we will present the findings of that review and their implications for the use of systems engineering concepts in large scale training programs.

## METHOD

A sequential analysis approach was used in the review. This approach included interviews with systems engineering personnel about the program's operation and an analytical follow-up of the leads derived from these interviews. The follow-up consisted of detailed analyses of the Army's systems engineering guide to determine what deficiencies existed from the user's point of view. It was also hoped that the analyses would lead to suggestions for improvements that might reduce or eliminate problems the users had in implementing the systems engineering concept.

Interviews with administrative-level personnel were conducted to obtain information concerning the program's organization, administrative policies, and procedures of implementation. Working-level personnel were then interviewed regarding day-to-day mechanics of the program.

The interviews showed that several features of the systems engineering guide appear to be sources of difficulty in its implementation. Analyses were then undertaken to determine how the guide, or manual, could best be changed to improve implementation of the program with the type of personnel available.

Initial review indicated that a number of the steps necessary for systems engineering were obscured in the text of the manual. In order to gain a more precise view of the training systems engineering process, it was found necessary to reduce the manual to outline form with emphasis on identifying each step required. The two types of steps identified were classified as products and subproducts. *Products* were defined as major units of documented information, and *subproducts* as elements of work resulting in documented information required to complete a product.

The products and subproducts were then arranged in a block flow diagram (Figure 1). Subproducts (light outlined boxes) flow from left to right, ending with the completed product. Products (dark outlined boxes) flow from top to bottom. This graphic outline provides an overview that was not available in the manual, of the extensive amount of documentation required for systems engineering of training. Instead of the six apparently uncomplicated processes mentioned, there are, in fact, a total of 100 items produced—19 major products that comprise 81 subproducts.

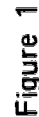
One of the most frequent comments voiced during the interviews concerned the difficulty experienced in trying to produce units of work in a form that would allow the information contained to be used satisfactorily in the completion of downstream work. In several instances, large units of work had to be completely redocumented because the information was in a form that could not be used.

In order to clarify the relationships between units of work in the systems engineering process, the required links of information between the products and subproducts shown in Figure 1 were determined. These links were then divided into inputs and outputs. As used here, an *input* consists of information from other products and subproducts that is required to complete a given product or subproduct. An *output* is information contained in a product or subproduct that is required to complete other products or subproducts.

The inputs and outputs for some of the products and subproducts in the training systems engineering process are shown in Figure 2. For the user, there is a clear advantage in knowing what inputs and outputs are required for a given product or subproduct. He knows what products and subproducts contain the information needed to complete the product or subproduct being worked on. The user should also have a good idea about the form in which he must complete the product or subproduct because he can identify the requirements that downstream products and subproducts impose on this information. He can then prepare the information so its form is in accord with downstream requirements.



## Products



### Part of the Input/Output Outline Form Analysis

Product and Subproduct	Inputs	Outputs
H 1. File Number, Course ID, and Date (p 31)	A 1. Job Title	Not Identified
H 2. Training Action Element for Each Task and Subtask (p 32)	G 3. Tasks and Subtasks Recorded on JTDCs	H 11. Training Criterion for Each Training Objective
H 3. Training Condition Element for Each Task and Subtask (p 32)	G 5. Standardized Job Conditions for Tasks and Subtasks	I 1. Clustered TAISs Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes
H 4. Training Standard Element for Each Task and Subtask (p 32)	A 6. Major Job Requirements G 6. Job Standards: Published, Derived or Implied	Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes
H 5. Training Action Element for Each Skill and Knowledge (p 30 & 32)	G 9. Skills and Knowledges Requiring School Training	I 1. Clustered TAISs
H 6. Training Condition Element for Each Skill and Knowledge (p 30 & 32, Implied)	G 10. Attitudes, Job Conditions and Standards for Skills and Knowledges Requiring School Training	Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes
H 7. Training Standard Element for Each Skill and Knowledge (p 34)	C 10. Attitudes, Job Conditions and Standards for Skills and Knowledges Requiring School Training	Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes
H 8. Training Action Element for Each Attitude (p 34, Implied)	G 12. Attitudes Requiring School Training	I 1. Clustered TAISs
H 9. Training Condition Element for Each Attitude (p 34, Implied)	A 6. Major Job Requirements A 7. Work Environment A 8. Supervision and Assistance Available A 9. Equipment Listing A 10. Information Sources	Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes
H 10. Training Standard Element for Each Attitude (p 34, Implied)	A 10. Information Sources	H 11. Training Criterion for Each Training Objective Q 2. Job Conditions and Standards for Each Training Objective Altered for Testing Purposes

Figure 2

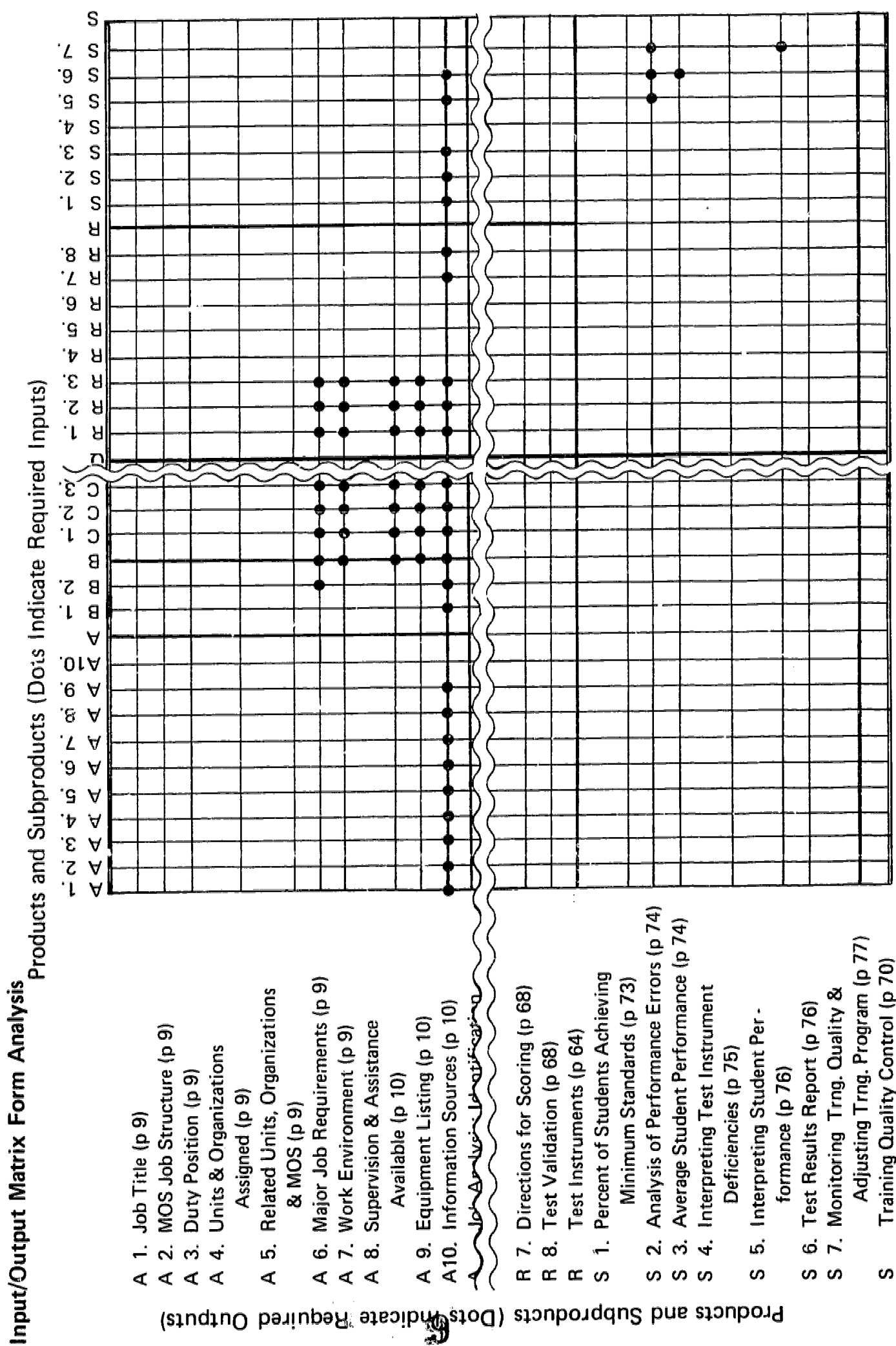


Figure 3

## Analysis of Content Factors

CONARC REG 350-100-1 CONTENT EVALUATION FACTORS  PRODUCTS/ SUBPRODUCTS	Does CON REG 350-100-1 Clearly Identify This Product/Subproduct as an Essential Step?	Is Sufficiently Detailed Procedural Guidance Provided?	Are Practical and Specific Working Definitions of Terms Provided?	Are Requirements Other Products/ Subproducts Impose on This Pro- duct/Subproduct Clearly Identified?	Is the Use of Examples Satisfactory?	Are Reference Materials, Job Aids, or Other Information Sources Cited?	CON REG 350-100-1 Specifies No CDG Personnel Experience Requirements.	Experience Needed to Prepare This Product/Subproduct?	CON REG 350-100-1 Specifies No CDG Personnel Skills & Knowledges Required	Skills and Knowledges Needed.
A. Job Analysis: Identifi- cation of the Job (p 8)	Yes	No	No	No	Clarify	Need More	Field			Field Tasks
A 1. Job Title (p 9)	Yes	Yes	Yes	None	Yes	Specify	None			None
A 2. MOS Job Structure (p 9)	Yes	Yes	Yes	None	No	Need More	None			None
A 3. Duty Position (p 9)	Yes	Yes	Yes	None	Yes	Sufficient	None			None
A 4. Units and Organizations Assigned (p 9)	Yes	Yes	Yes	None	No	Sufficient	None			None
A 5. Related Units, Organizations and MOS (p 9)	Yes	Yes	Yes	None	No	Need More	Field			Field Tasks
A 6. Major Job Requirements (p 9)	Yes	No	No	No	No	Need More	Field			Field Tasks
A 7. Work Environment (p 9)	Yes	Yes	Yes	No	No	Need More	Field			Field Tasks
A 8. Supervision and Assistance Available (p 10)	Yes	No	Yes	No	No	Specify	Field			None
A 9. Equipment Listing (p 10)	Yes	Yes	Yes	No	No	Sufficient	Field			Field Tasks
A10. Information Sources (p 10)	Yes	Yes	Yes	No	Yes	Need More	Field			Field Tasks
B. Job Analysis: Task Inventory/ Outline Form (p 15)	Yes	No	No	No	More Range	Specify	Field			Field Tasks
B 1. List of Major Duty Areas (p 15)	Yes	No	No	No	Yes	Specify	Field			Field Tasks
B 2. Statements of Tasks Per- formed (p 15)	Yes	No	No	No	Yes	Specify	Field			Field Tasks
C. Job Analysis: Task Inventory/ Matrix Form (p 16)	Yes	Yes	No	No	More Range	Sufficient	Field			Field Tasks
C 1. List of Tangible Objects (p 16)	Yes	Yes	No	No	More Range	Sufficient	Field			Field Tasks
C 2. List of Action Verbs (p 17)	Yes	Yes	No	No	More Range	Sufficient	Field			Field Tasks
C 3. Action-Object Relationships and Qualifiers Needed (p 19)	Yes	Yes	No	No	More Range	Specify	Field			Field Tasks
D. Completed Matrix Form Task Inventory (p 20)	Yes	No	Yes	No	More Range	No	Field			Field Tasks
D 1. Subtasks Purged From Matrix Form Task Inventory (p 20)	No	No	Yes	No	None Prov <sup>a</sup>	No	Field			Field Tasks
E. Tasks Identified for School Training (p 21)	Yes	No	Yes	No	None Prov	No	Field, Platform & Flight Instr.			Field Tasks, MOI
F. Tasks for OJT, Extension Courses, & Other Means (p 23)	No	No	Yes	No	None Prov	No	Field, Platform & Flight Instr.			Field Tasks, MOI

<sup>a</sup>Prov Provided.

Figure 4



To provide the user with a global view of these information requirements, the inputs and outputs of each product and subproduct were arranged in matrix form. Figure 3 shows a sectioned part of this matrix with inputs on the vertical axis and outputs on the horizontal axis. Inputs required by a product/subproduct are located by tracing down to each dot and then left to the product/subproduct containing the information. Products/subproducts requiring outputs are located by tracing right to each dot and then upward to the product/subproduct needing the information. This matrix enables the user to determine at a glance all the information requirements of a product or subproduct.

Next, an attempt was made to compare the manual's content against the factors considered as major sources of difficulty to the user in implementing it. Eight factors, identified in the interviews and previous analyses, were used to evaluate each product and subproduct as treated in the manual. A portion of the evaluation is shown in Figure 4. Products and subproducts are listed on the left and the evaluation factors across the top. Each of these factors is considered important to the satisfactory completion of products and subproducts by users who are relatively unskilled in training technology or program design. This analysis codified results of the interviews and previous analyses. It provides a summary of those aspects of the manual that require improvement.

## FINDINGS FROM THE HumRRO REVIEW

### Program

(1) The content of training programs is being changed and improved through systems engineering. The programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know."

(2) The programs are being constructed by personnel relatively unskilled in systems engineering and training program design. Consequently, the training methods being recommended tend to be the methods with which the working level personnel themselves were trained. Also, current advancements in training technology appear to be only minimally reflected in the systems-engineered programs.

### Personnel

(1) The Army job holders charged with implementing the program are not highly experienced in systems engineering methods, training program design, or state-of-the-art training technology.

(2) They do receive an orientation to systems engineering and are provided program guidance by an education specialist. However, a break-in period ranging from weeks to months is necessary before a new worker can contribute effectively to the systems engineering effort.

(3) The manual cites no personnel experience or skills and knowledges required to satisfactorily complete each product and subproduct in the process, although many products and subproducts require different types and levels of expertise. There is also no single handbook or set of references on current training technology that is practical for use by Army job holder personnel who perform systems engineering.

(4) There are not, nor are there likely to be, sufficient numbers of well-qualified specialists to make the training technology decisions required. Therefore, the use of current training technology in systems-engineered training programs may be expected to be less than is desirable. Until a practical handbook of training technology can be developed, a detailed orientation to systems engineering and as much daily guidance as possible should be provided by training technology experts.

### **Manual: Procedural Guidance**

(1) Procedural guidance provided in the manual is basically oriented to experienced *training* personnel. The six apparently uncomplicated systems engineering processes around which the manual is organized are global concepts. Army users are not given a full understanding of what each concept is and how it should be implemented.

(2) The terminology, examples, and reference material provided in the manual are not adequate for full understanding and practical application by working level personnel.

(3) To experienced training researchers, the manual seems satisfactory on first reading. However, with subsequent readings it becomes more apparent that the typical user will have difficulty in implementing training systems engineering from the standpoint of *what he is supposed to do and just exactly how he is supposed to do it.*

### **Manual: Units of Work**

(1) Many of the smaller units of work required for the training systems engineering program are obscured in the manual. Some of these products and subproducts are not clearly identified as required steps. They are buried in the manual's text or are presented at an outline level that is the same as items that are not products or subproducts. As a consequence, uncertainty exists as to exactly what should be done with them.

(2) Not all necessary steps are specifically identified, and no overview of the process is available. Analysis of the manual resulted in the identification of the units of work required. A surprisingly large amount of documentation, 19 major products and 81 subproducts, was identified in the analysis, showing the systems engineering of training process to be much more complex and demanding than might be anticipated from initial review of the manual.

### **Manual: Information Requirements**

(1) During the interviews it was frequently commented that units of work had to be completely revised because they did not meet downstream requirements. It appeared that large amounts of time and effort were being wasted because the interdependencies between upstream and downstream work were not fully recognized.

(2) Since a full understanding of information requirements appears essential to satisfactory completion, of many products and subproducts, these requirements were identified for each product and subproduct. A large and complex flow of input/output information between products and subproducts was shown in the matrix analyses (Figures 2 and 3).

### **Manual: Content Factors**

(1) Eight factors were developed from results of the interviews and analyses as being responsible for the major difficulties encountered in implementing the systems engineering of training program.

(2) Each product and subproduct required by the manual was evaluated against each of the eight content factors as to whether it could be satisfactorily completed by personnel relatively unskilled in systems engineering methods or training technology. The analysis showed that the manual was deficient in one or more of the eight factors for all products and subproducts.

## **CONCLUSIONS**

The progress made in the Army's systems engineering of training program represents a promising start toward the development of optimized training programs. Much of the

"nice-to-know" information commonly found in training programs is being omitted in favor of that which the trainee "needs-to-know." The identification of current on-the-job requirements and subsequent realignment of training programs with them will represent a major achievement when obtained on an Army-wide basis. The program has made progress with respect to the training technology introduced, and several avenues exist for future improvements.

The type of personnel available for systems engineering training programs should receive major consideration in the approach to and administration of a program. The manual adopted by the Army was oriented toward the *training* specialist rather than the *job* specialist. The necessity to rely primarily on job specialists to perform systems engineering with this manual was a major source of complications. The job specialist was found to require very detailed procedural guidance if a training specialist was not available on an almost continual basis.

A great deal of experience should be represented on any team that is systems engineering a training program. Experience on the job, in platform and practical exercise instruction, in training administration, in systems engineering, and in training technology should all be represented or at least available. However, unless large numbers of training experts suddenly become available, teams of relatively unskilled Army personnel must perform systems engineering. They must be provided manuals, job aids, and handbooks that will promote the maximum practical implementation of systems engineering concepts and current developments in training technology.

It is not enough simply to change the content of a training program. Systems engineering should also result in training methods that have been reviewed and improved, based on the latest developments in training technology. Unfortunately, training design handbooks now in use are neither abreast of current developments nor designed for use by persons other than training experts. At present, one of the clearest needs of Army training schools is a training technology handbook written so that it can be understood and applied by Army personnel.

Regarding the systems engineering manual, the primary problem experienced by Army users was that they did not know just what to do or specifically how to go about doing it. In order for the manual to provide clearer and more specific guidance for its Army users, information obtained from the interviews and analyses was used to develop a suggested new outline format (Figure 5).

Figure 6 presents an explanation of each item in this new format. The products and subproducts in each section of the manual should be clearly identified as an essential step in the systems engineering process. In each section, the objective, general procedure, and scope should be identified and carefully explained to show the user what work is to be done, why it is done, and the context in which it is to be done. Under each subproduct, all information required to satisfactorily complete that subproduct should be systematically documented. Items 4.a.1 through 4.a.9 were developed from the content factor analysis (Figure 4) to provide this information in a form that would be meaningful for administrative and working level personnel. For instance, the analysis showed that the manual specified no personnel experience or skills and knowledges required for the optimal completion of any product or subproduct. Item 4.a.2 seeks to correct this omission by requiring the manual to identify and explain the reasons for any special experience or skills and knowledges needed by the user to successfully complete the subproduct.

This new outline for the manual provides a standardized format for each section, product, and subproduct with clearly identified requirements for their completion. It also specifically points out the essential information required by relatively unskilled working level personnel to complete the systems engineering process. Finally, this format is



responsive to the most common suggestion made in the interviews: that the systems engineering manual should itself be systems engineered.

Initial feedback received from systems engineering personnel indicates that the information presented in the flow diagrams, matrices, and outlines of this review should be of immediate assistance to personnel performing systems engineering and of long-term aid to those preparing revisions to the manual. The general procedures developed, while intended for military training, are equally applicable in other training contexts.

### **Suggested Outline of a New Format for the Systems Engineering Manual**

#### **I. SECTION NAME**

1. Objective of section
2. General procedure
3. Scope of section
4. Product A. Name of first product in section
  - 4.a Subproduct A 1. Name of first subproduct in section
    - 4.a.1 Definition of terms
    - 4.a.2 Experience or expertise required
    - 4.a.3 Required inputs
    - 4.a.4 Procedure
    - 4.a.5 Required outputs
    - 4.a.6 Subproduct performance standard
    - 4.a.7 Examples
    - 4.a.8 References
    - 4.a.9 Review, approval, or validation
  - 4.b Subproduct B 1. Name of second subproduct in section
  - 4.n Subproduct A n. Name of last subproduct in section
5. Product B. Name of second product in section
- n. Product n. Name of last product in section

**Figure 5**



## Explanation of New Format Items for the Systems Engineering Manual

### I. SECTION NAME

1. *Objective of section.* The objective of this section should clearly state not only the definition of the section, but also reasons for the section and the specific use for information from the section.

2. *General procedure.* The general procedural steps (products) required to complete the section should be identified, defined, and their interrelationships explained. The dependency of each product on the other should be clearly evident.

3. *Scope of section.* The scope should describe any boundaries or limitations on the procedures for completion and intent of the section. The user should be clearly aware of exactly how the products and subproducts are to be utilized in the systems engineering process.

4. *Product A. Name of each product in section.* Each product should be fully and specifically defined along with statements of general procedural guidelines, any particular user expertise or skills and knowledges required, the use for which the product's information is intended and any suggested review, validation, or approval of the product.

4.a *Subproduct A 1. Name of each subproduct in section.* Each subproduct required to complete the product should be clearly identified and explained.

4.a.1 *Definition of terms.* All terms employed that are not considered part of the user's repertoire should be listed and defined in a manner that is meaningful to the user and practical for completion of the subproduct.

4.a.2 *Experience or expertise required.* Identify and explain the reasons for any special experience or skills and knowledges required of the user to successfully complete the subproduct.

4.a.3 *Required inputs.* List each product/subproduct containing information required by the user to optimally complete this subproduct. With the listing of each product/subproduct, those items of information specifically required as inputs should be indicated.

4.a.4 *Procedure.* In a step-by-step manner, list the detailed procedures required to complete the subproduct. Such specific step-by-step guidance is essential to obtaining subproducts that are standardized across different types of jobs.

4.a.5 *Required outputs.* Each piece of output information should be listed, and can be easily determined in most cases by examination of other products/subproducts requiring inputs from this subproduct.

4.a.6 *Subproduct performance standard.* The basic standard of performance required in producing each subproduct is to comply fully with the information requirements in subsequent use or application of the outputs. To assure this, the content, scope, quality, nature, and level of detail required in subsequent uses or application of each output item need to be determined and clearly defined.

4.a.7 *Examples.* Examples should be provided that clearly illustrate the completed subproduct and/or any specific procedural step. These examples should be easily applicable to a wide range of jobs and tasks.

4.a.8 *References.* Cite both generally and specifically relevant reference materials from the bibliography that aid completion of the subproduct or any of its procedural steps. These citations should include reference to specific chapters, sections, pages, or paragraphs.

4.a.9 *Review, approval, or validation.* Define, give the reasons for, and provide procedures for any suggested review, approval, or validation of completed subproduct steps, the draft subproduct, or the completed subproduct.

Mem  
1B

Mem 1B

October 13

Phone call from an Intermediate Re-  
searcher to Head, FRLL

"I understand there is going to be music  
piped into the library. I refuse to work  
there with music. I hope you are going  
to keep it out. I know a lot of others  
who feel the same way I do."

Would you say . . .

(Choose one response)

F1

"Sorry, I can't do  
anything about it.  
Our latest word is  
that there will be no  
exceptions."

Prob  
3

G1

"I'll try again to  
keep the library out  
of the system."

Prob  
3

H1

"Gather your  
friends and go pro-  
test to AGS."

Prob  
3

I1

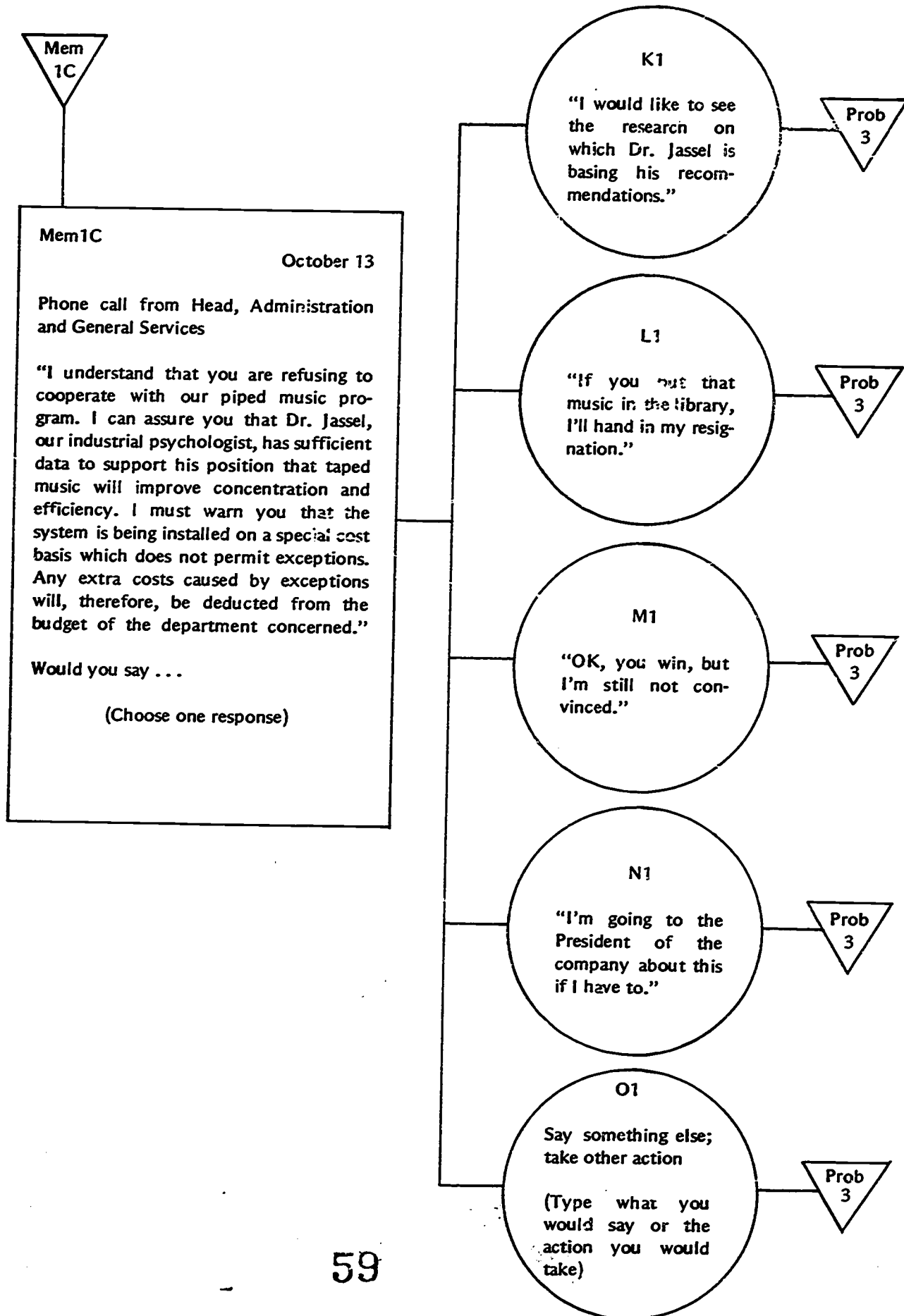
"Thanks for the  
call. I appreciate  
your interest." Do  
nothing.

Prob  
3

J1

Say something else;  
take other action  
(Type what you  
would say or the  
action you would  
take)

Prob  
3



Mem  
1D

Mem1D

### Survey Results

Do you approve of having piped music in  
the library?

Yes	96
No	97
Don't care	24
No answer	15

Would you ...

(Choose one response)

P1

Decide to cooperate  
since the vote was  
so close.

Prob  
3

Q1

Decide to protest  
the installation since  
obviously the re-  
searchers don't want  
the music.

Prob  
3

R1

Reword the ques-  
tionnaire to try to  
get a more conclu-  
sive vote

Prob  
3

S1

Call a library staff  
meeting and let  
their votes decide  
your course of ac-  
tion

Prob  
3

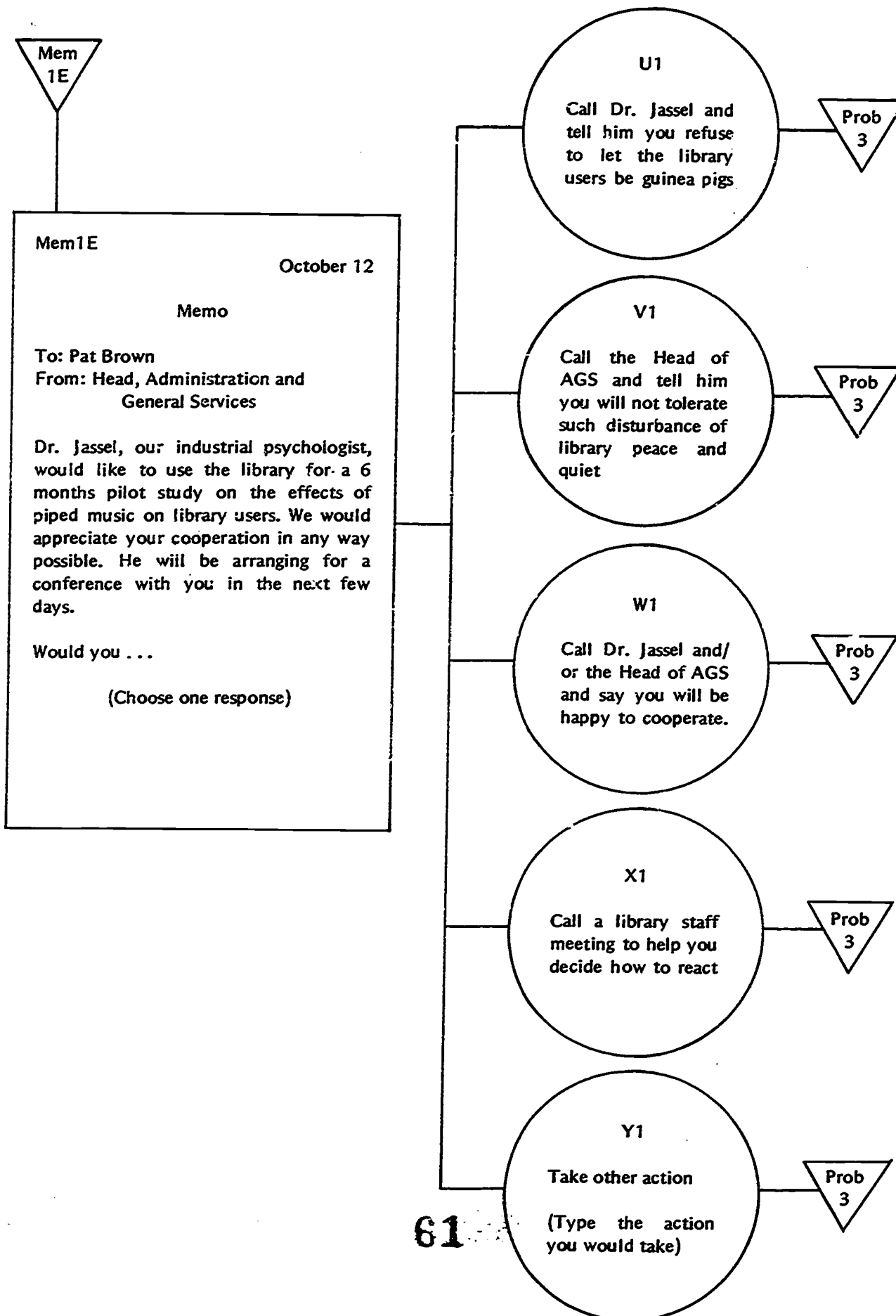
T1

Take other action  
(Type the action  
you would take)

Prob  
3

60





61

Mem  
12

Mem12

October 12

Phone call from an Intermediate Re-  
searcher

"I understand there is going to be piped  
music in the library. I refuse to work in  
there with music. I hope you are going  
to keep it out. I know a lot of others  
who feel the same way I do."

Would you say ...

(Choose one response)

2A

"Sorry. I can't do  
anything about it.  
Our latest word is  
that there will be no  
exceptions."

Mem  
2A

2B

"I'll try to keep the  
library off the sys-  
tem."

Mem  
2B

2C

"Gather your  
friends and go pro-  
test to AGS."

Mem  
2C

2D

"Thanks for the  
call. I appreciate  
your interest." Do  
nothing

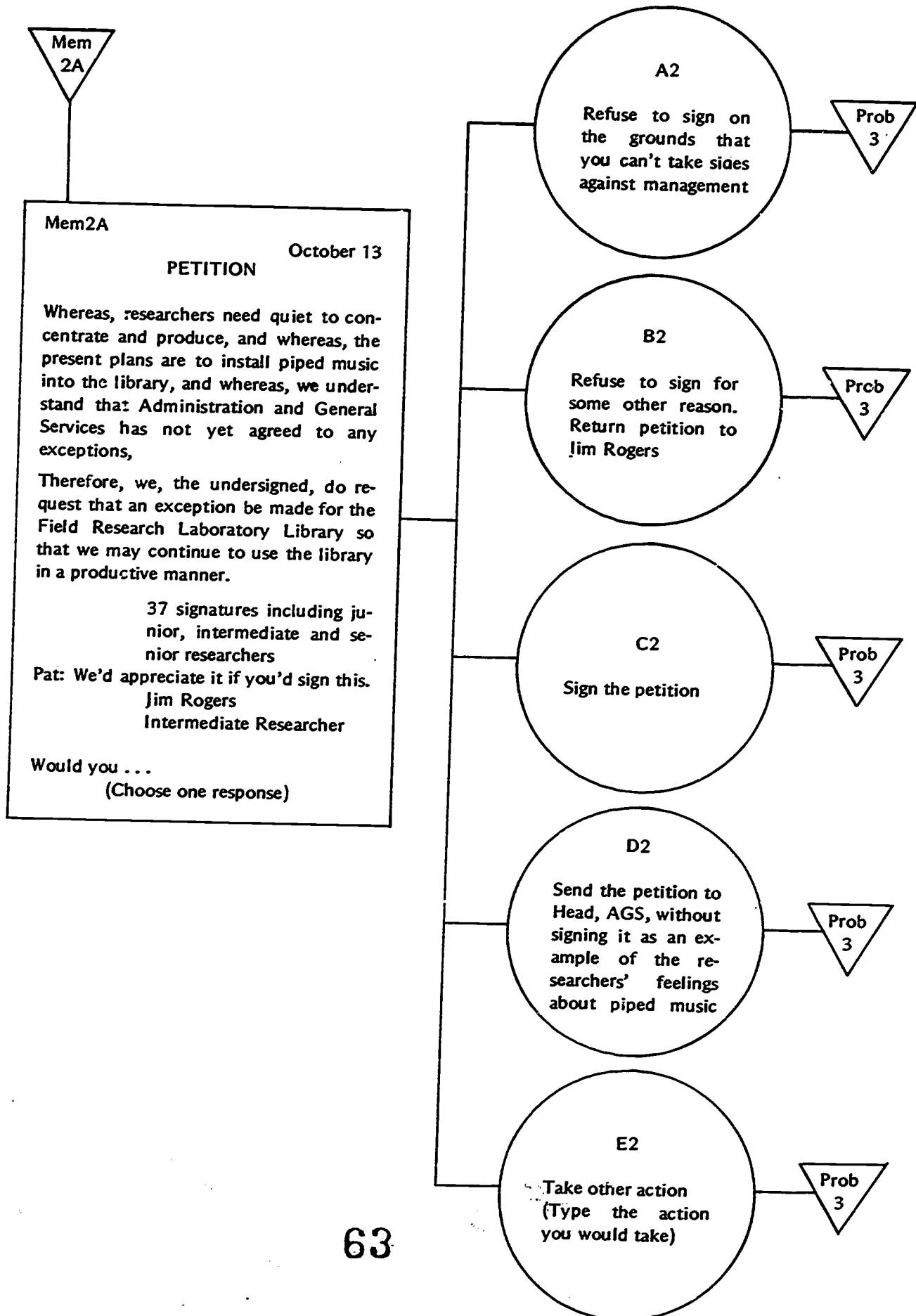
Mem  
2D

2E

Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Mem  
2E

62



Mem  
2B

Mem2B

October 13

Memo

To: Pat Brown

From: Head, Administration and  
General Services

Since you feel that an exception should  
be made for the library in the piped  
music installation, please give us your  
specific reasons for this. We will need  
this by noon tomorrow as final plans  
cannot be changed after that date.

Would you ...

(Choose one response)

F2

Conduct a quick  
survey of research-  
ers opinions

Prob  
3

G2

Hold a library staff  
meeting to gather  
ammunition and  
ideas

Prob  
3

H2

Refer AGS to the  
Intermediate re-  
searcher who called  
you

Prob  
3

I2

Decide to give up  
and do nothing

Prob  
3

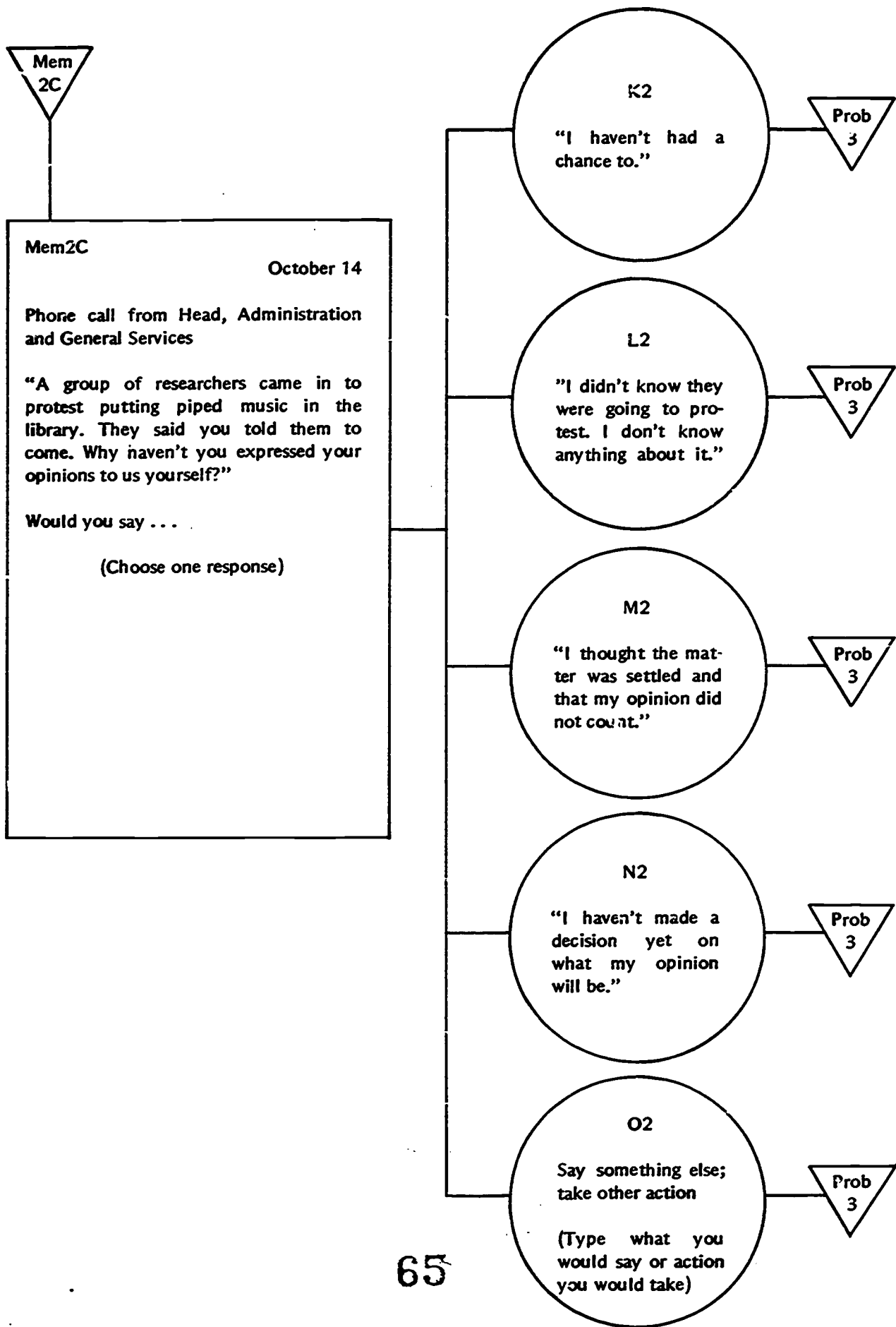
J2

Take other action  
(Type the action  
you would take)

Prob  
3

64





Mem  
2D

Mem2D

October 14

To: All Departments  
From: Head, Administration and  
General Services

If you have heard any complaints about installing piped music in your department, please let us know immediately. Exceptions can be made, but since the installation contract is on a special cost basis, any extra costs caused by exceptions will be deducted from the budget of the department concerned.

Would you ...  
(Choose one response)

P2

Ignore that phone  
call from the re-  
searcher and keep  
quiet

Prob  
3

Q2

Take a quick survey  
of researchers'  
opinions pro and  
con the question

Prob  
3

R2

Tell AGS about the  
researcher's phone  
call

Prob  
3

S2

Canvas your staff to  
see if they have had  
any complaints

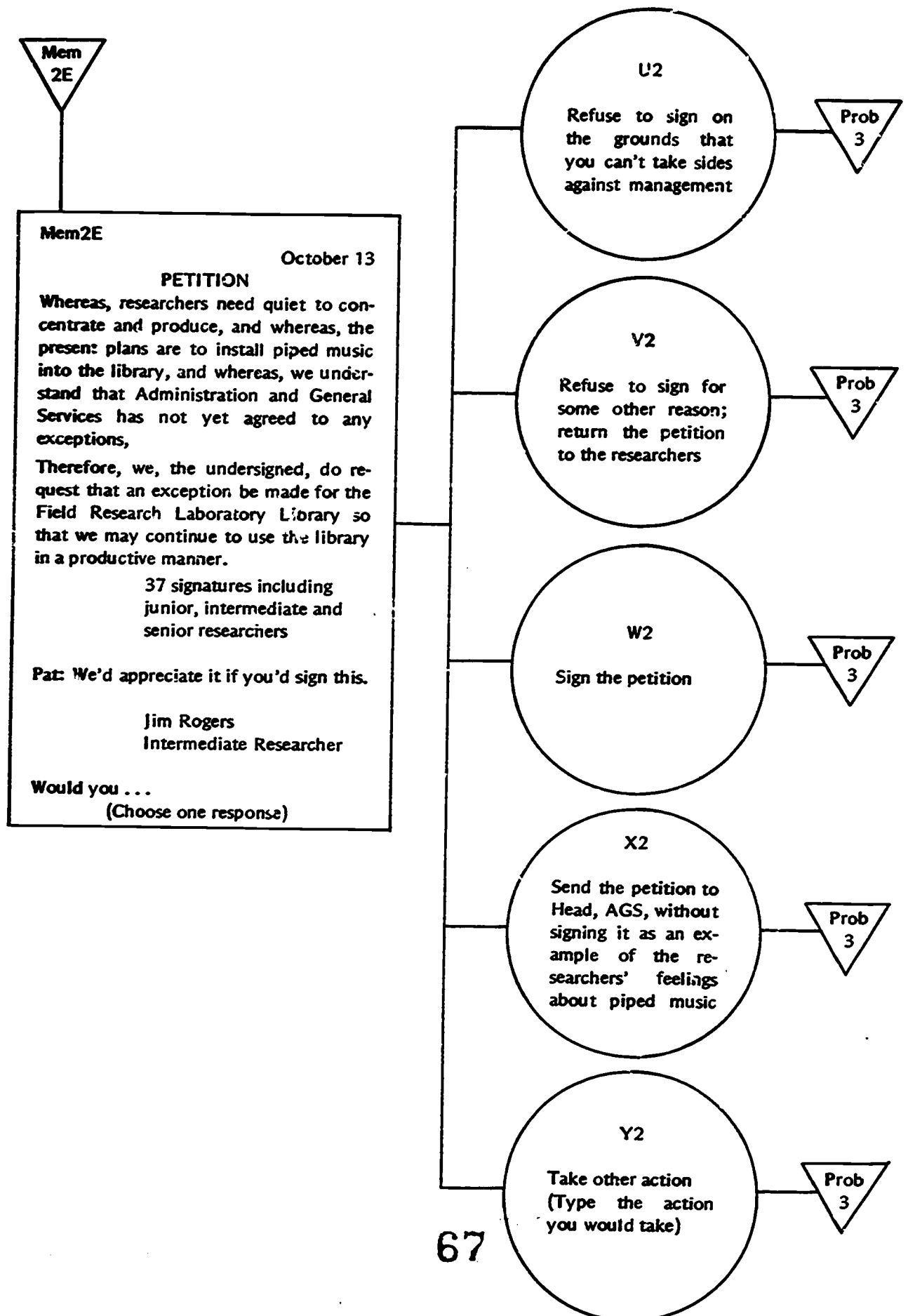
Prob  
3

T2

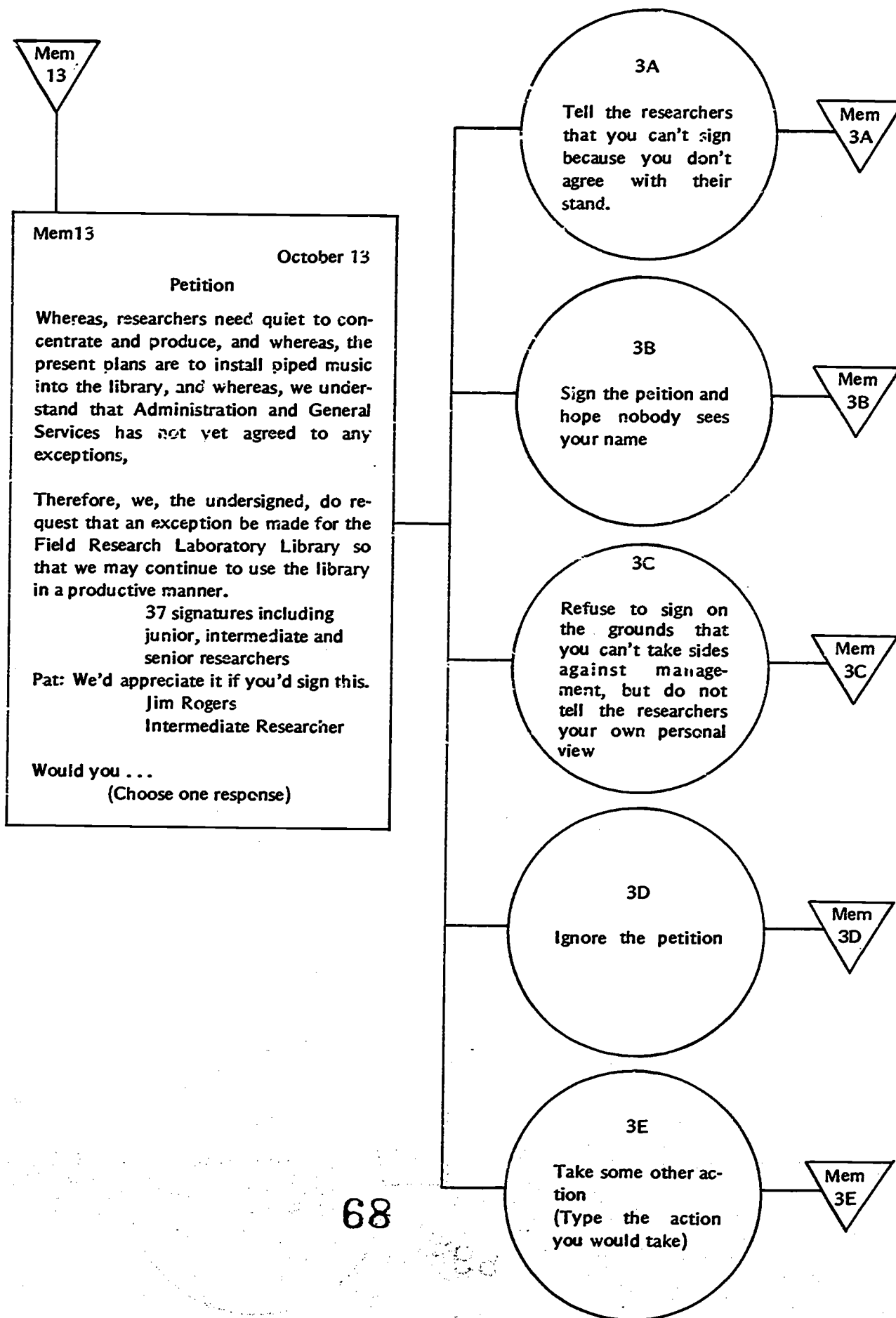
Take other action  
(Type the action  
you would take)

Prob  
3

66



67





Mem  
3A

Mem3A

October 14

**FURL**  
Only "Official" Mouthpiece  
of the Field Research  
Laboratory

**Protest Library Serenade**

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers' point of view. Care to make a statement, Pat?

Would you . . .  
(Choose one response)

A3

Send a statement of  
your beliefs to the  
FURL

Prob  
3

B3

Protest to the  
FURL editor about  
this low blow to  
library public rela-  
tions

Prob  
3

C3

Ignore the "news"  
item

Prob  
3

D3

Show the FURL ar-  
ticle to the Head,  
AGS, as an example  
of the trouble-  
makers in your divi-  
sion

Prob  
3

E3

Take other action  
(Type action you  
would take)

Prob  
3

Mem  
3B

Mem3B

October 15

Phone call from Head, Administration  
and General Services

"I just got a petition from a group of  
researchers in the Field Research Labora-  
tory and it has your name on it. The  
petition is against having piped music in  
the library and we just got a memo from  
you congratulating us on the idea. What  
gives?"

Would you say ...  
(Choose one response)

F3

"Somebody must  
have forged my  
name."

Prob  
3

G3

"I must have mis-  
read the petition. I  
thought it was for  
piped music."

Prob  
3

H3

"I've changed my  
opinion since I sent  
you that memo."

Prob  
3

I3

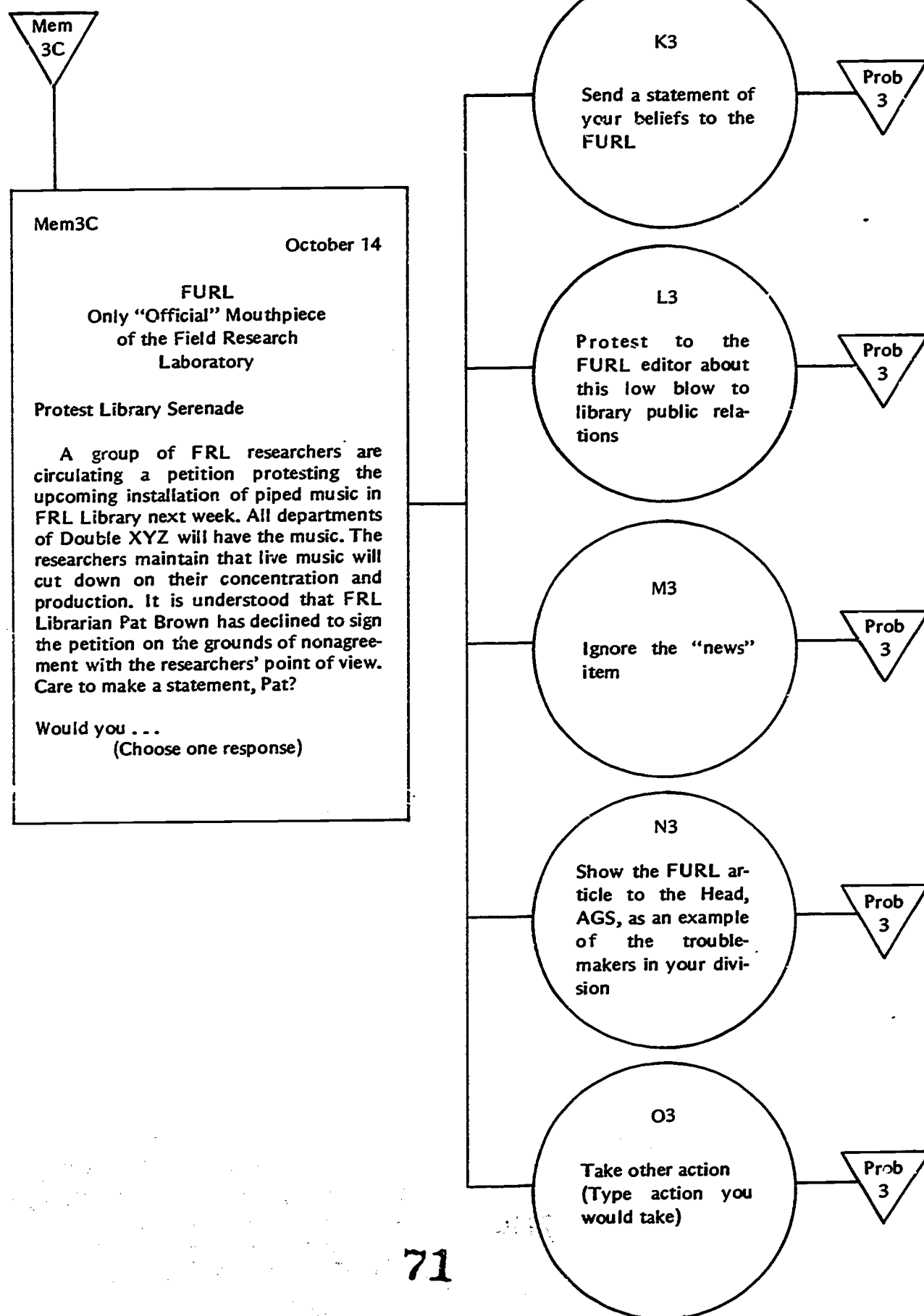
"I was just trying to  
preserve good public  
relations. I didn't  
really mean it."

Prob  
3

J3

Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Prob  
3



Mem  
3D

Mem3D

October 15

Phone call from Head, Administration  
and General Services

"I've just gotten a petition from a group  
of FRL researchers asking that the piped  
music system not be installed in the  
library. I know you are very much in  
favor of it. I thought we might offer  
them another area for study as an  
alternative to using the library and keep  
the music out of there instead. What do  
you think?"

Would you say . . .  
(Choose one response)

P3

"I'd rather dispense  
with the music than  
see the researchers  
have to use another  
area."

Prob  
3

Q3

"It sounds like a  
good idea. We don't  
have enough room  
anyway."

Frob  
3

R3

"I'll call you back  
after I think about  
it."

Prob  
3

S3

"I think you are  
defeating the pur-  
pose of the piped  
music if you give  
the researchers  
another area."

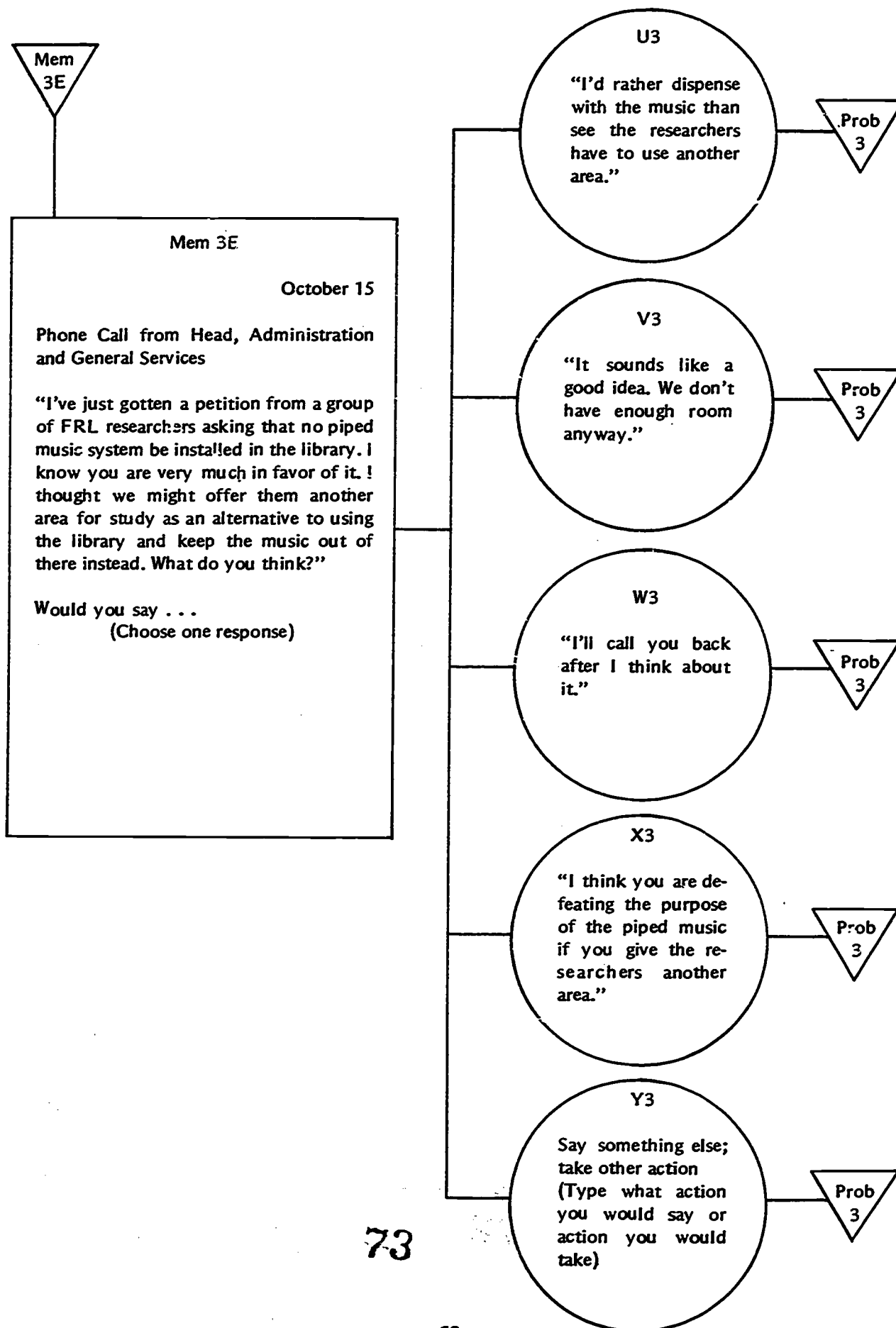
Prob  
3

T3

Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Prob  
3

72



73



Mem  
14

Mem14

October 14

Phone call from Head, Administration  
and General Services

"We have just gotten your memo saying  
that you refuse to cooperate with the  
piped music installation plan. Appar-  
ently our communications of the value  
of this system haven't been reaching  
you. However, Dr. Jassel, our industrial  
psychologist, has consented to meet with  
you to try to show you where your  
attitude is wrong. When can you meet  
with him?"

Would you say . . .  
(Choose one response)

4A

"I'm not interested  
in what Dr. Jassel  
has to say. I know  
that piped music has  
no place in a re-  
search library."

Mem  
4A

4B

"I'll arrange a meet-  
ing as soon as I  
check my calendar.  
I'm open to any  
new thoughts on the  
matter."

Mem  
4B

4C

"I'll meet with Dr.  
Jassel but I don't  
intend to change my  
mind about piped  
music."

Mem  
4C

4D

"I'll have to check  
my calendar and let  
him know." Do  
nothing.

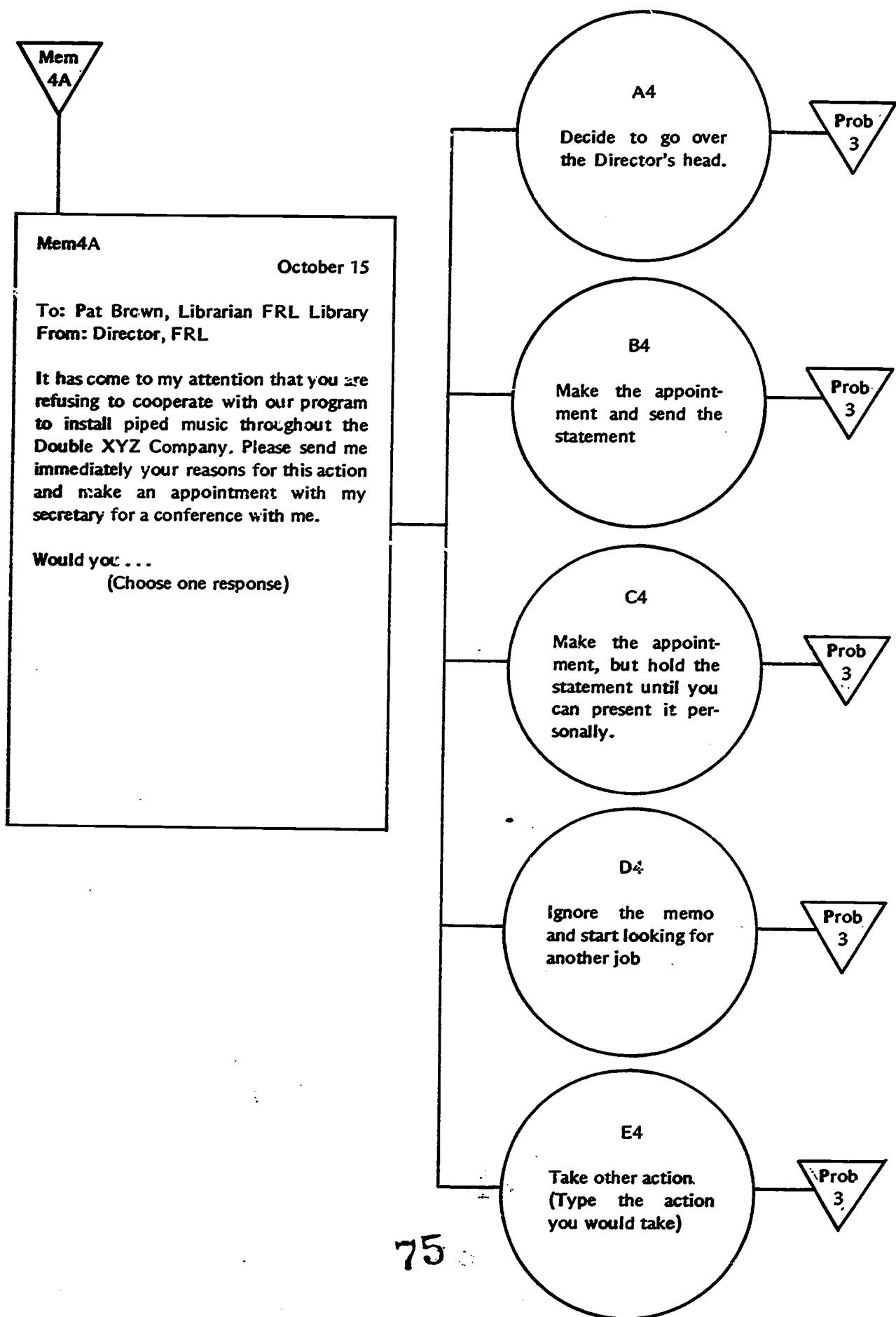
Mem  
4D

4E

Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Mem  
4E

74



Mem  
4B

Mem4B

News Release

Music News Daily

October 15

**Researchers to Rock and Roll?**

Famed industrial psychologist, Dr. Herbert Jassel, is about to embark upon an experiment to see whether researchers are able to concentrate better and are more productive when subjected to piped music while they work. To test out Dr. Jassel's theories the Double XYZ Company has agreed to install piped music throughout its departments. Before and after production records will be studied in an effort to determine the effect of the music on researchers output.

Pat: Have you seen this? We've been took!

Senior Researcher

Would you ...  
(Choose one response)

F4

Confront Administration and General Services with this new evidence that you are being used as guinea pigs

Prob  
3

G4

Confront Dr. Jassel and demand that he produce reasons why the library should be subjected to his experiment

Prob  
3

H4

Gather a protest group and march on Administration and General Services

Prob  
3

I4

Ignore the news release as sensationalism and go talk to Dr. Jassel with an open mind

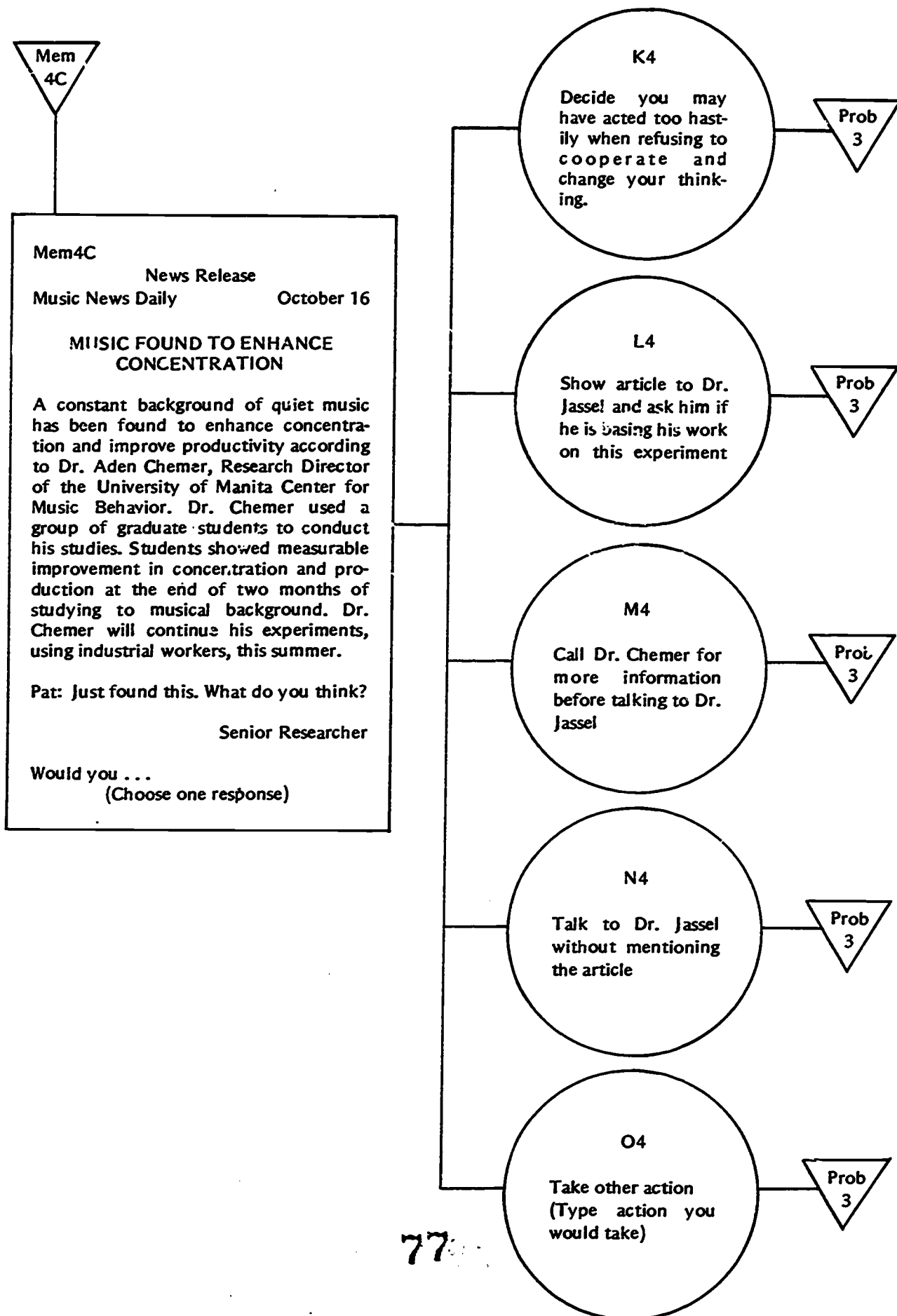
Prob  
3

J4

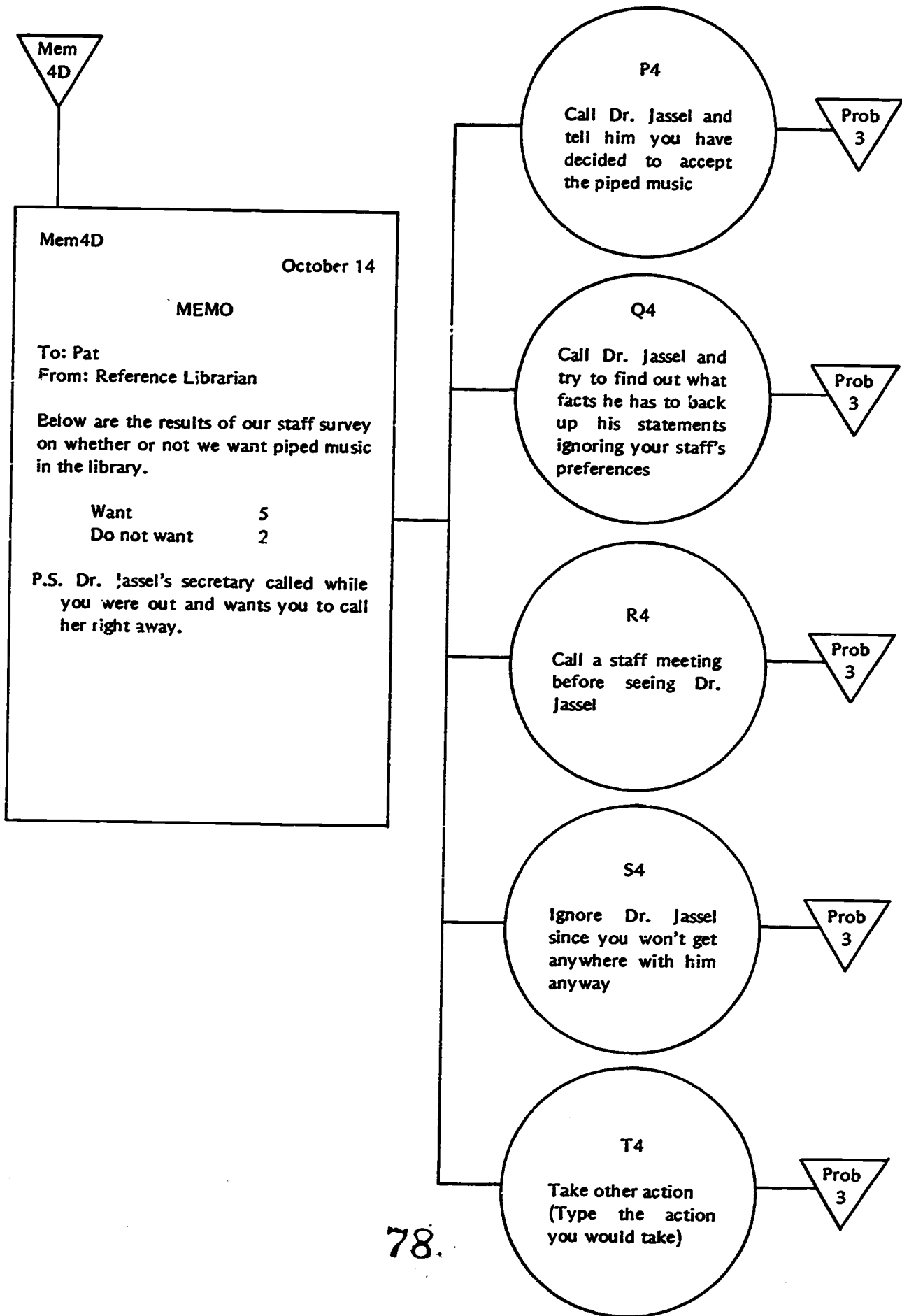
Take other action  
(Type action you would take)

Prob  
3

76



77





Mem  
4E

Mem4E

October 15

To: Pat Brown, Librarian FRL Library  
From: Director, FRL

It has come to my attention that you are refusing to cooperate with our program to install piped music throughout the Double XYZ Company. Please send me immediately your reasons for this action and make an appointment with my secretary for a conference with me.

Would you ...  
(Choose one response)

U4

Decide to go over  
the Director's head

Prob  
3

V4

Make the appoint-  
ment and send the  
statement

Prob  
3

W4

Make the appoint-  
ment but hold the  
statement until you  
can present it per-  
sonally

Prob  
3

X4

Ignore the memo  
and start looking for  
another job

Prob  
3

Y4

Take other action  
(Type the action  
you would take)

Prob  
3

Mem  
15

Mem15

October 13

Petition

Whereas, researchers need quiet to concentrate and produce, and whereas, the present plans are to install piped music into the library, and whereas, we understand that Administration and General Services has not yet agreed to any exceptions,

Therefore, we, the undersigned, do request that an exception be made for the Field Research Laboratory Library so that we may continue to use the library in a productive manner.

37 signatures including junior, intermediate and senior researchers

Pat: We'd appreciate it if you'd sign this.  
Jim Rogers  
Intermediate Researcher

Would you ...

(Choose one response)

5A

Tell the researchers that you can't sign because you don't agree with their stand

Mem  
5A

5B

Sign the petition and hope nobody sees your name

Mem  
5B

5C

Refuse to sign on the grounds that you can't take sides against management, but do not tell the researchers your own personal views

Mem  
5C

5D

Ignore the petition

Mem  
5D

5E

Take other action  
(Type the action you would take)

Mem  
5E

Mem  
5A

Mem5A

October 14

**FURL**  
Only "Official" Mouthpiece  
of the Field Research  
Laboratory

**Protest Library Serenade**

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers' point of view. Care to make a statement, Pat?

Would you ...  
(Choose one response)

A5

Send a statement of  
your beliefs to the  
FURL

Prob  
3

B5

Protest to the  
FURL editor about  
this low blow to li-  
brary public rela-  
tions

Prob  
3

C5

Ignore the "news"  
item

Prob  
3

D5

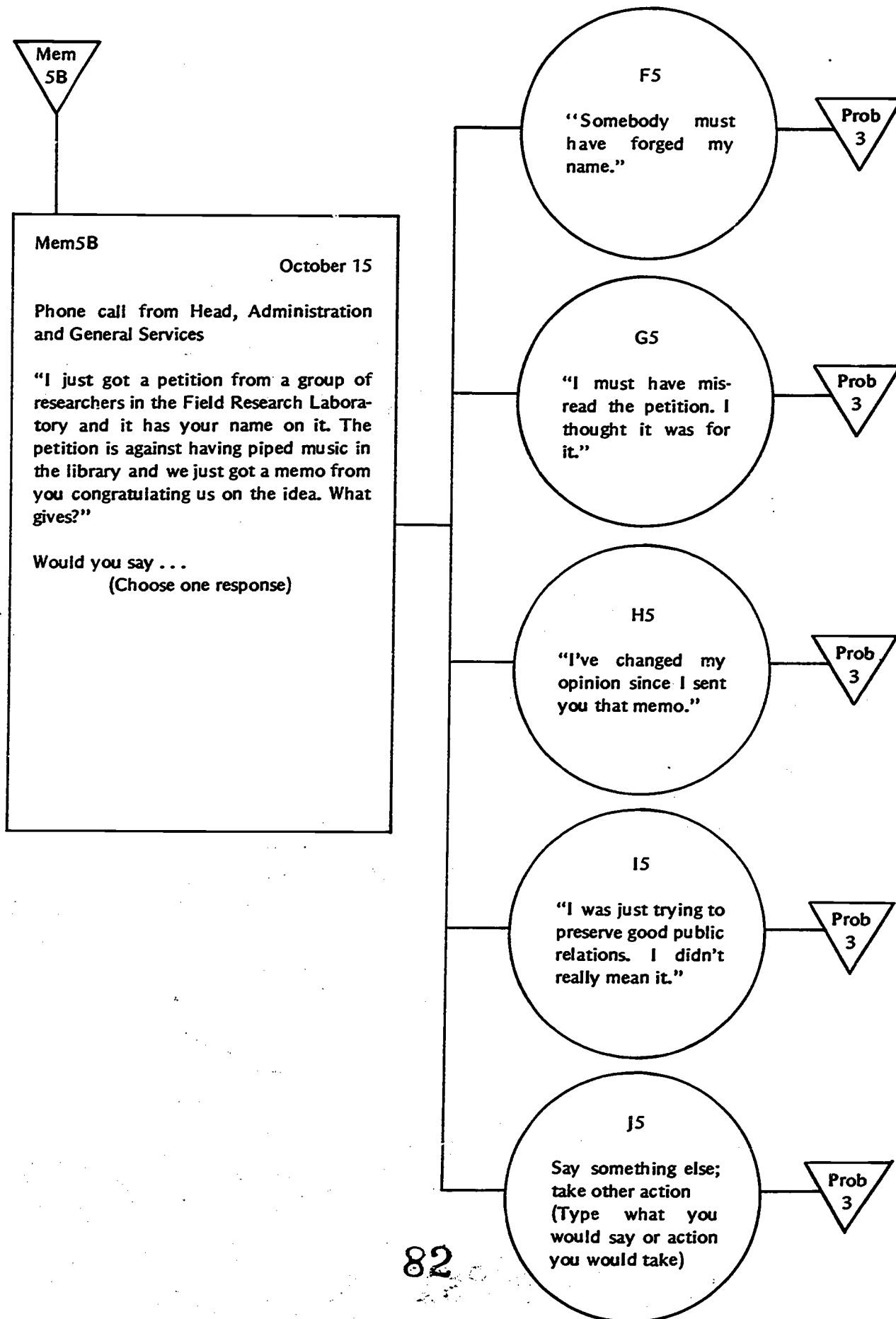
Show the FURL ar-  
ticle to the Head,  
AGS, as an example  
of the trouble-  
makers in your divi-  
sion

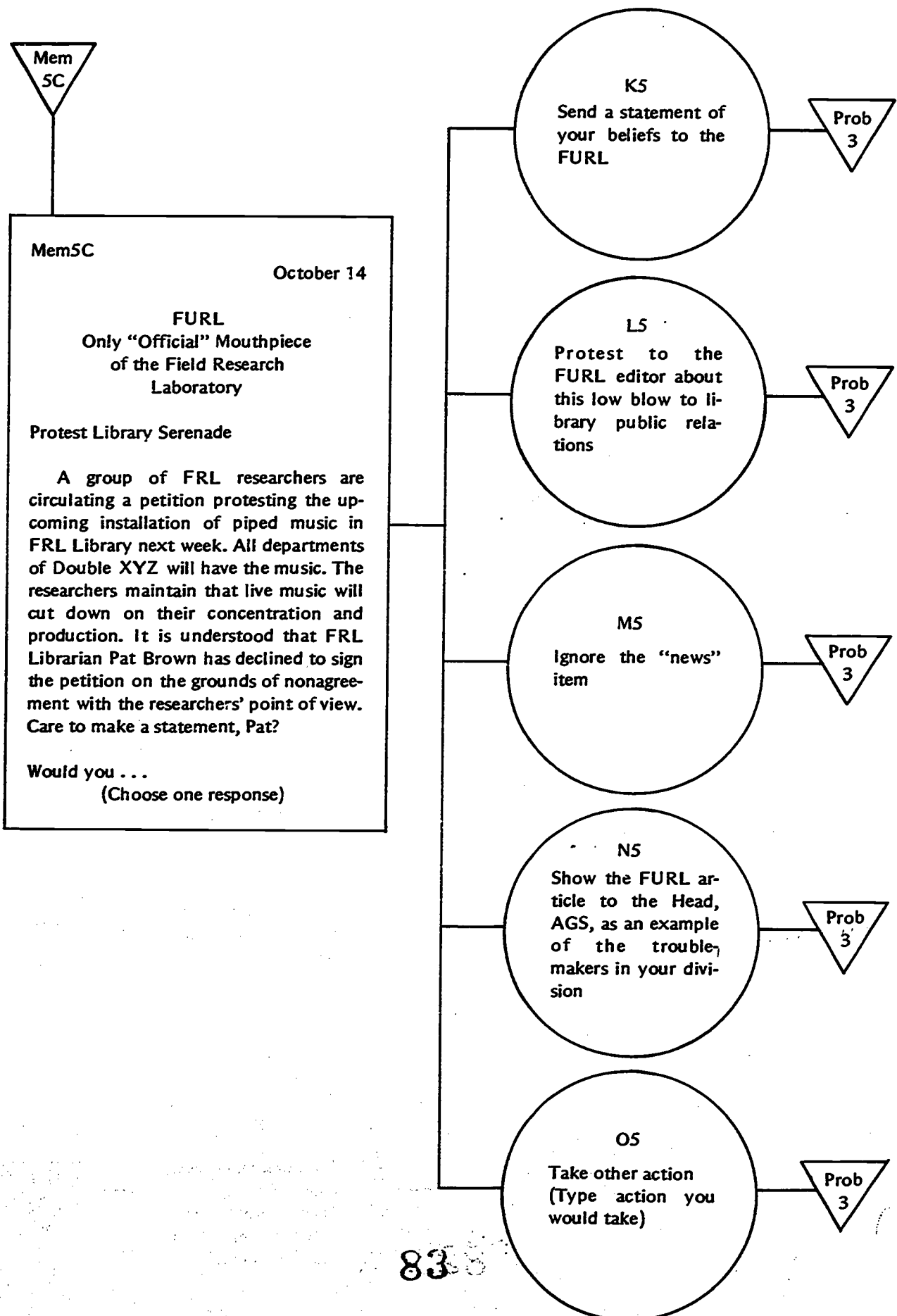
Prob  
3

E5

Take other action  
(Type action you  
would take)

Prob  
3







Mem  
SD

MemSD

October 15

Phone call from Head, Administration  
and General Services

"I've just gotten a petition from a group  
of FRL researchers asking that the piped  
music system not be installed in the  
library. I know you are very much in  
favor of it. I thought we might offer  
them another area for study as an  
alternative to using the library and keep  
the music out of there instead. What do  
you think?"

Would you say ...  
(Choose one response)

P5

"I'd rather dispense  
with the music than  
see the researchers  
have to use another  
area."

Prob  
3

Q5

"It sounds like a  
good idea. We don't  
have enough room  
anyway."

Prob  
3

R5

"I'll call you back  
after I think about  
it."

Prob  
3

S5

"I think you are  
defeating the pur-  
pose of the piped  
music if you give  
the researchers an-  
other area."

Prob  
3

T5

Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Prob  
3

84

Mem  
SE

MemSE

October 15

Phone call from Head, Administration  
and General Services

"I've just gotten a petition from a group  
of FRL researchers asking that no piped  
music system be installed in the library. I  
know you are very much in favor of it. I  
thought we might offer them another  
area for study as an alternative to using  
the library and keep the music out of  
there instead. What do you think?"

Would you say . . .  
(Choose one response)

U5

"I'd rather dispense  
with the music than  
see the researchers  
have to use another  
area."

Prob  
3

V5

"It sounds like a  
good idea. We don't  
have enough room  
anyway."

Prob  
3

W5

"I'll call you back  
after I think about  
it."

Prob  
3

X5

"I think you are de-  
feating the purpose  
of the piped music  
if you give the re-  
searchers another  
area."

Prob  
3

Y5

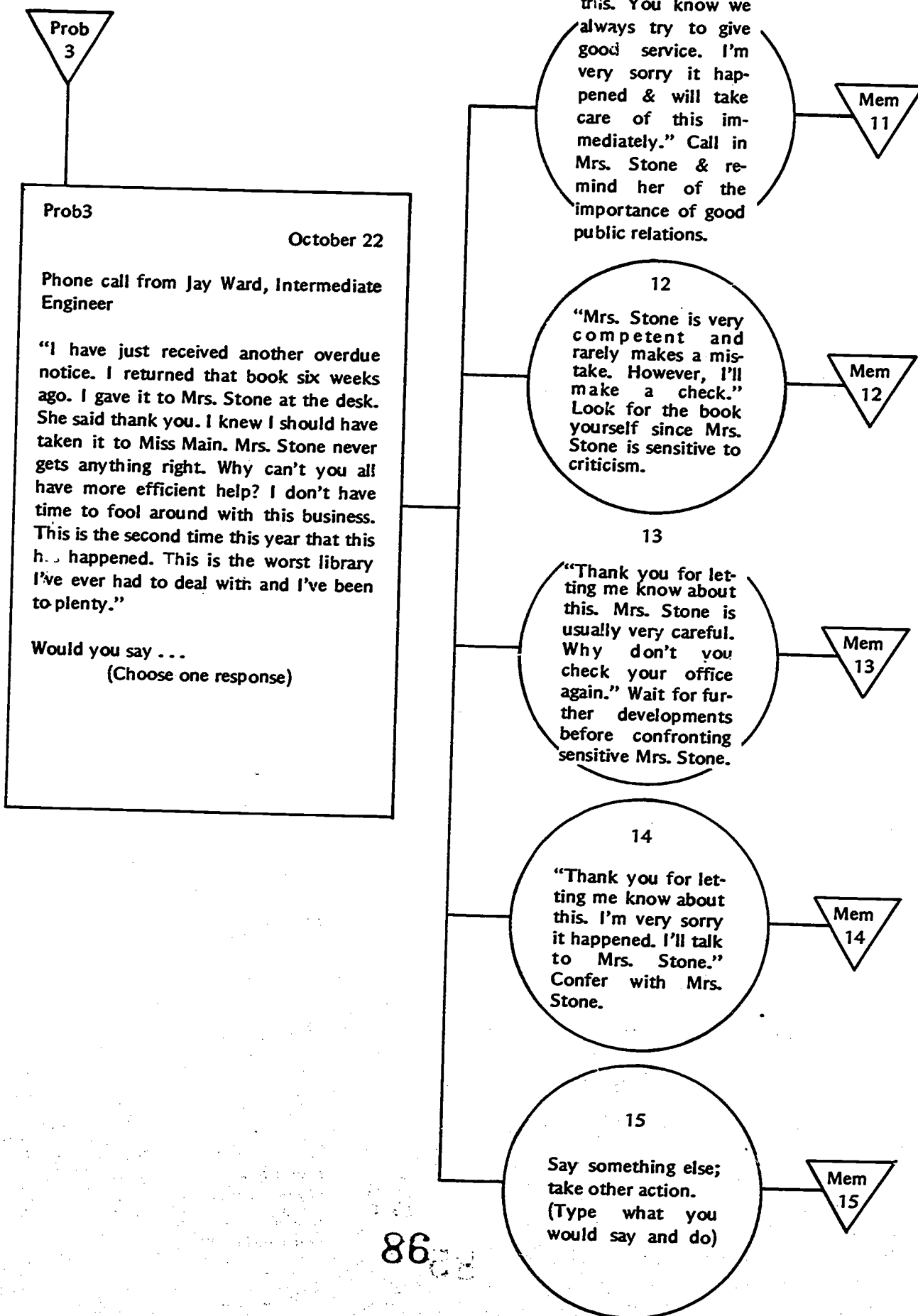
Say something else;  
take other action  
(Type what you  
would say or action  
you would take)

Prob  
3

85

80

## Seminal Problem 3



Mem  
11

Mem11

October 26

Phone call from Jay Ward

"Mrs. Stone has just buttonholed me in the cafeteria and given me a long harangue about her being blamed for the 'overdue books' I never had. What are you going to do about that infernal woman?"

Would you say ...  
(Choose one response)

1A

"This has gone far enough! Mrs. Stone will have to shape up or ship out." Call Mrs. Stone in for a showdown.

Mem  
1A

1B

"I'll talk to Mrs. Stone again." Do nothing since obviously Jay Ward is just a hot head.

Mem  
1B

1C

"I think you have something personal against Mrs. Stone. I don't want to hear anything more about it." Do nothing.

Mem  
1C

1D

"Thanks for telling me." Call in Mrs. Stone and try to show her the consequences of her actions.

Mem  
1D

1E

Say something else; take other action.  
(Type what you would say or action you would take)

Mem  
1E

87

Mem  
1A

Mem1A

October 27

To: Pat Brown

From: Administration and General Services,  
Employee Relations

This is to inform you that Amy Stone, Employee No. 21508, has submitted her resignation as of November 13, giving inability to get along with her supervisor as her reason. Please send an explanation of this resignation immediately.

Would you ...

(Choose one response)

A1

Call Mrs. Stone in and try to get her to stay since she will be hard to replace.

Prob  
4

B1

Send memo to the effect that her work was careless and be glad she is leaving since she was bad for public relations.

Prob  
4

C1

Send memo to the effect that Mrs. Stone enjoyed good relations with you and you don't know what she is talking about.

Prob  
4

D1

Call Mrs. Stone in and confront her with the memo from Employee Relations, demanding an explanation.

Prob  
4

E1

Take other action.  
(Type action you would take)

Prob  
4

88

83



Mem  
1B

Mem1B

October 28

Phone call from Director, FRL

"One of our engineers, Jay Ward, has complained about treatment he has received from the library staff. I'd like to hear your side of the story."

Would you say ...  
(Choose one response)

F1

"I can't imagine what he's talking about. I don't know of any trouble. He must be on one of his rampages again."

Prob  
4

G1

"You must mean that little misunderstanding he had with Mrs. Stone. I thought that was all cleared up."

Prob  
4

H1

"I have already talked to my staff member about the incident and don't believe there is anything more to say."

Prob  
4

I1

"My staff member was wrong, but I'm sorry Mr. Ward didn't see fit to come to me personally."

Prob  
4

J1

Say something else; take other action.  
(Type what you would say and action you would take)

Prob  
4

Mem  
1C

Mem1C

October 28

Phone call from Director, FRL

"One of our engineers, Jay Ward, has complained about the treatment he has received from you and other members of your staff. I'd like to hear your side of the story."

Would you say . . .  
(Choose one response)

K1

"I can't imagine what he's talking about. I don't know of any trouble. He must be on one of his hotheaded rampages again."

Prob  
4

L1

"He has been deliberately making trouble for Mrs. Stone. I don't think he should be allowed to use the library."

Prob  
4

M1

"I think it is time for a meeting with you, Jay Ward, Mrs. Stone and me to straighten this out once and for all."

Prob  
4

N1

"It was just a little misunderstanding. I didn't realize he'd take it so personally."

Prob  
4

O1

Say something else;  
take other action.  
(Type what you  
would say or action  
you would take.)

Prob  
4

90

85

Mem  
1D

Mem1D

October 30

To: Pat Brown  
From: Mrs. Stone

This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. What are you going to do about it?

Would you ...  
(Choose one response)

P1

Call Jay Ward in and confront him with the evidence.

Prob  
4

Q1

Ignore the note and hope Mrs. Stone will forget the whole thing.

Prob  
4

R1

Apologize to Mrs. Stone and hope she forgets the incident.

Prob  
4

S1

Call Jay Ward and Mrs. Stone in and wring an apology out of him.

Prob  
4

T1

Take other action.  
(Type the action you would take.)

Prob  
4

91

Mem  
1E

Mem1E

October 30

To: Pat Brown  
From: Mrs. Stone

This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. What are you going to do about it?

Would you ...  
(Choose one response)

U1

Call Jay Ward in and confront him with the evidence.

Prob  
4

V1

Ignore the note and hope Mrs. Stone will forget the whole thing.

Prob  
4

W1

Apologize to Mrs. Stone and hope she forgets the incident.

Prob  
4

X1

Call Jay Ward and Mrs. Stone in and wring an apology out of him.

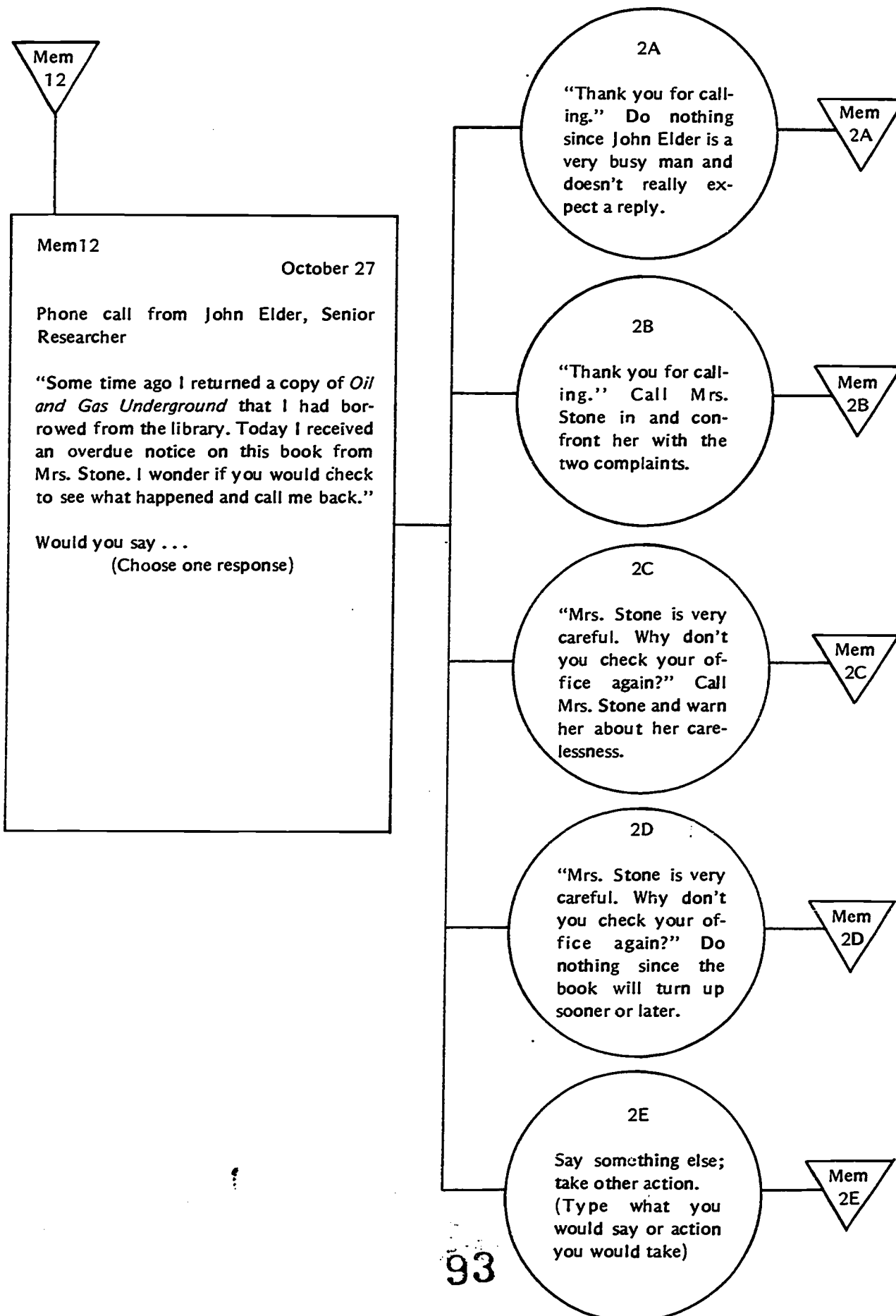
Prob  
4

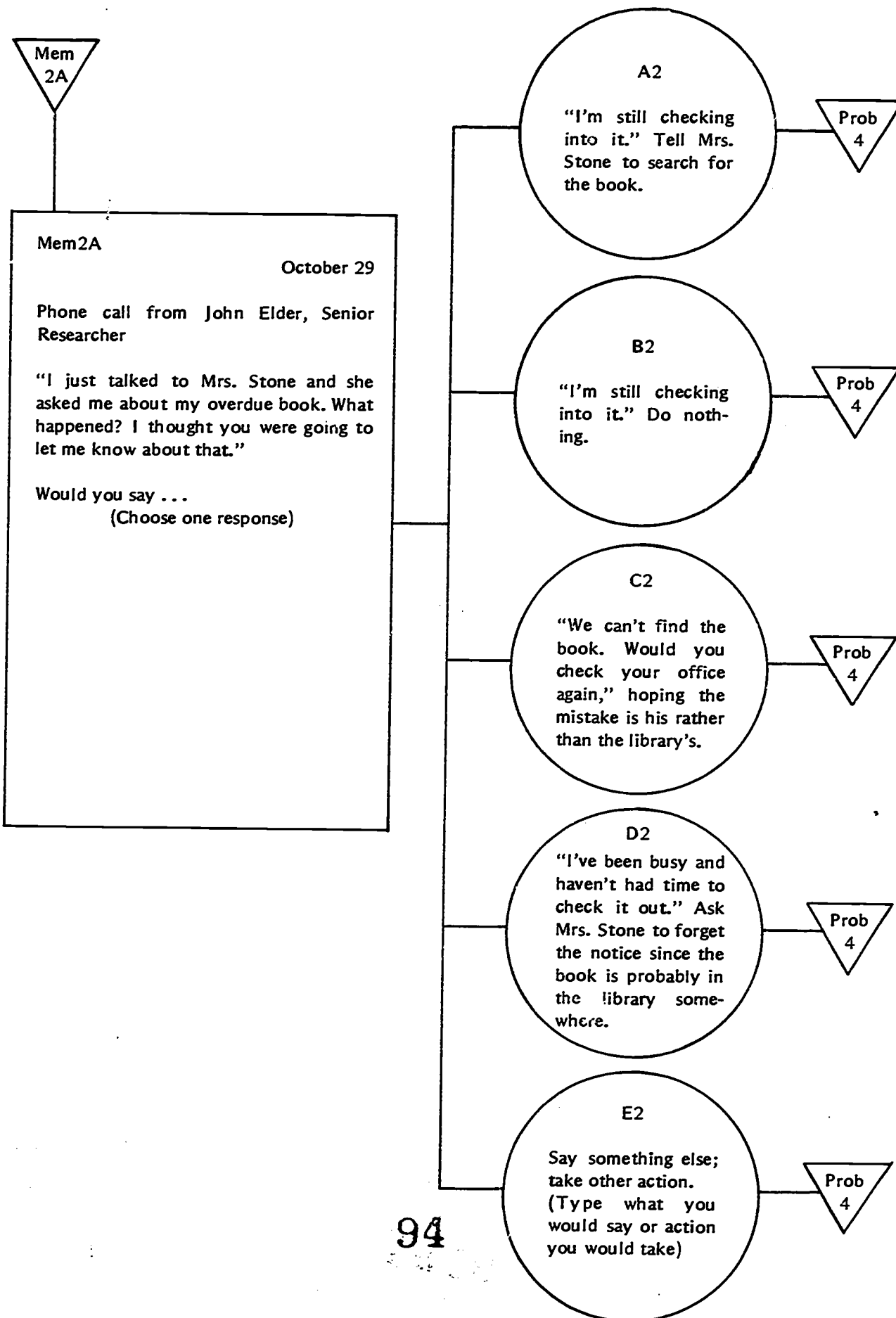
Y1

Take other action.  
(Type the action you would take.)

Prob  
4

92







Mem  
2B

Mem2B

November 2

To: Pat Brown  
From: Mrs. Stone

This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. I think someone owes me an apology.

Would you ...  
(Choose one response)

F2

Call Mrs. Stone in and remind her of John Elder's complaint

Prob  
4

G2

Ignore the note and hope Mrs. Stone will forget the whole thing.

Prob  
4

H2

Call Jay Ward in and confront him with the evidence.

Prob  
4

I2

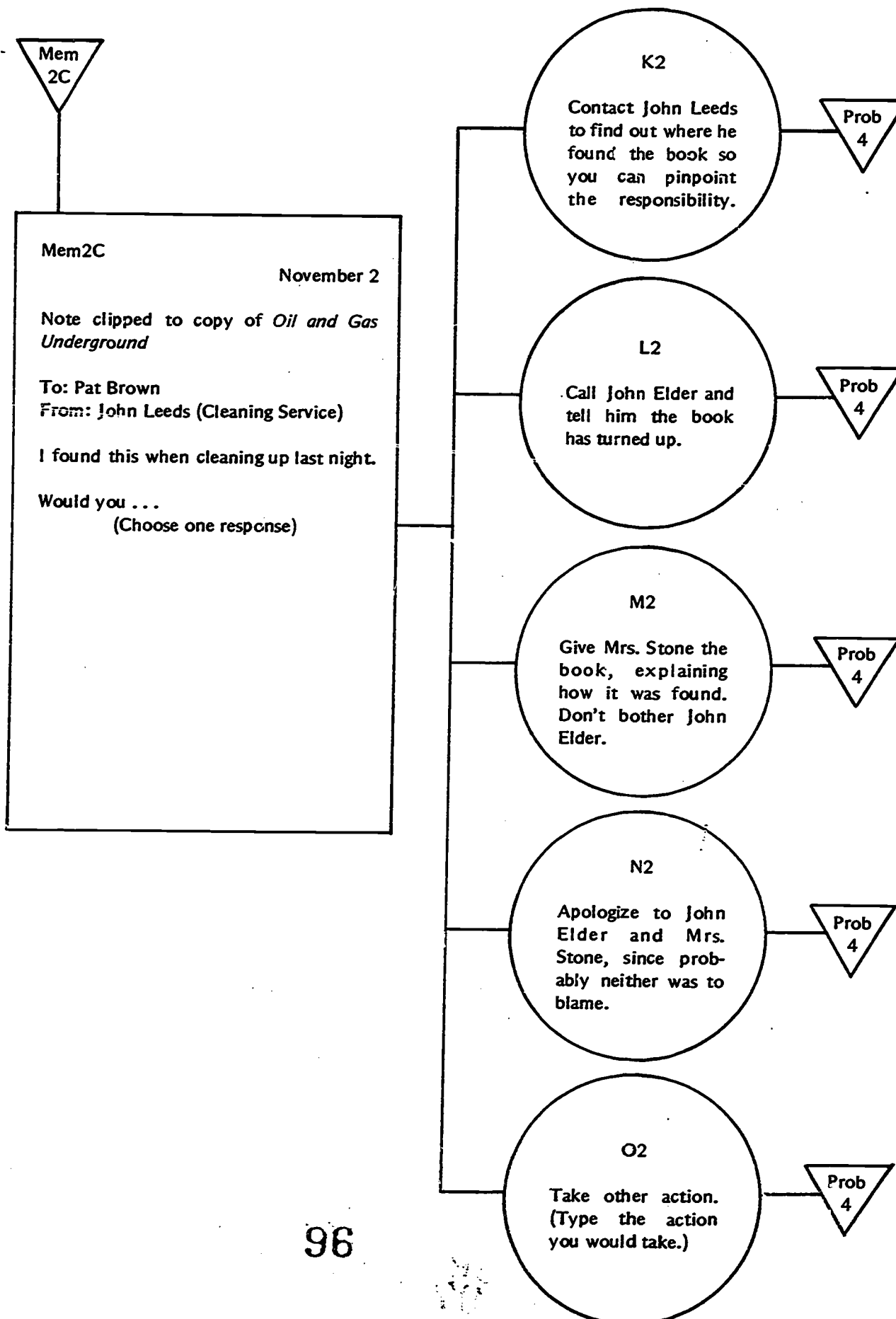
Apologize to Mrs. Stone and try to minimize the situation.

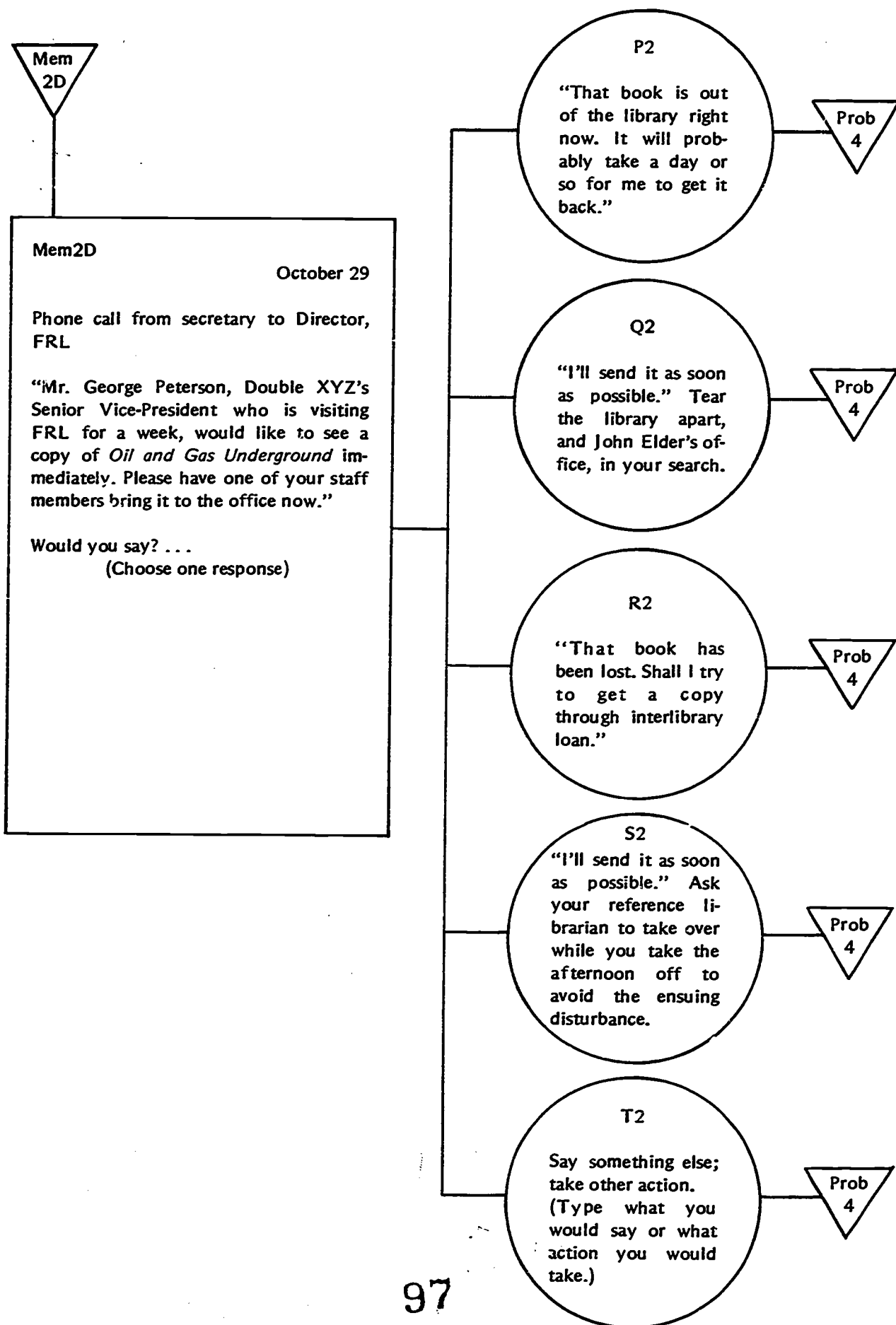
Prob  
4

J2

Take other action.  
(Type the action you would take.)

Prob  
4





Mem  
2E

Mem2E

October 29

Phone call from secretary to Director,  
FRL

"Mr. George Peterson, Double XYZ's  
Senior Vice-President who is visiting  
FRL for a week, would like to see a  
copy of *Oil and Gas Underground* im-  
mediately. Please have one of your staff  
members bring it to the office now."

Would you say? . . .

(Choose one response)

U2

"That book is out  
of the library right  
now. It will prob-  
ably take a day or  
so for me to get it  
back."

Prob  
4

V2

"I'll send it as soon  
as possible." Tear  
the library apart,  
and John Elder's of-  
fice, in your search.

Prob  
4

W2

"That book has  
been lost. Shall I try  
to get a copy  
through interlibrary  
loan."

Prob  
4

X2

"I'll send it as soon  
as possible." Ask  
your reference li-  
brarian to take over  
while you take the  
afternoon off to  
avoid the ensuing  
disturbance.

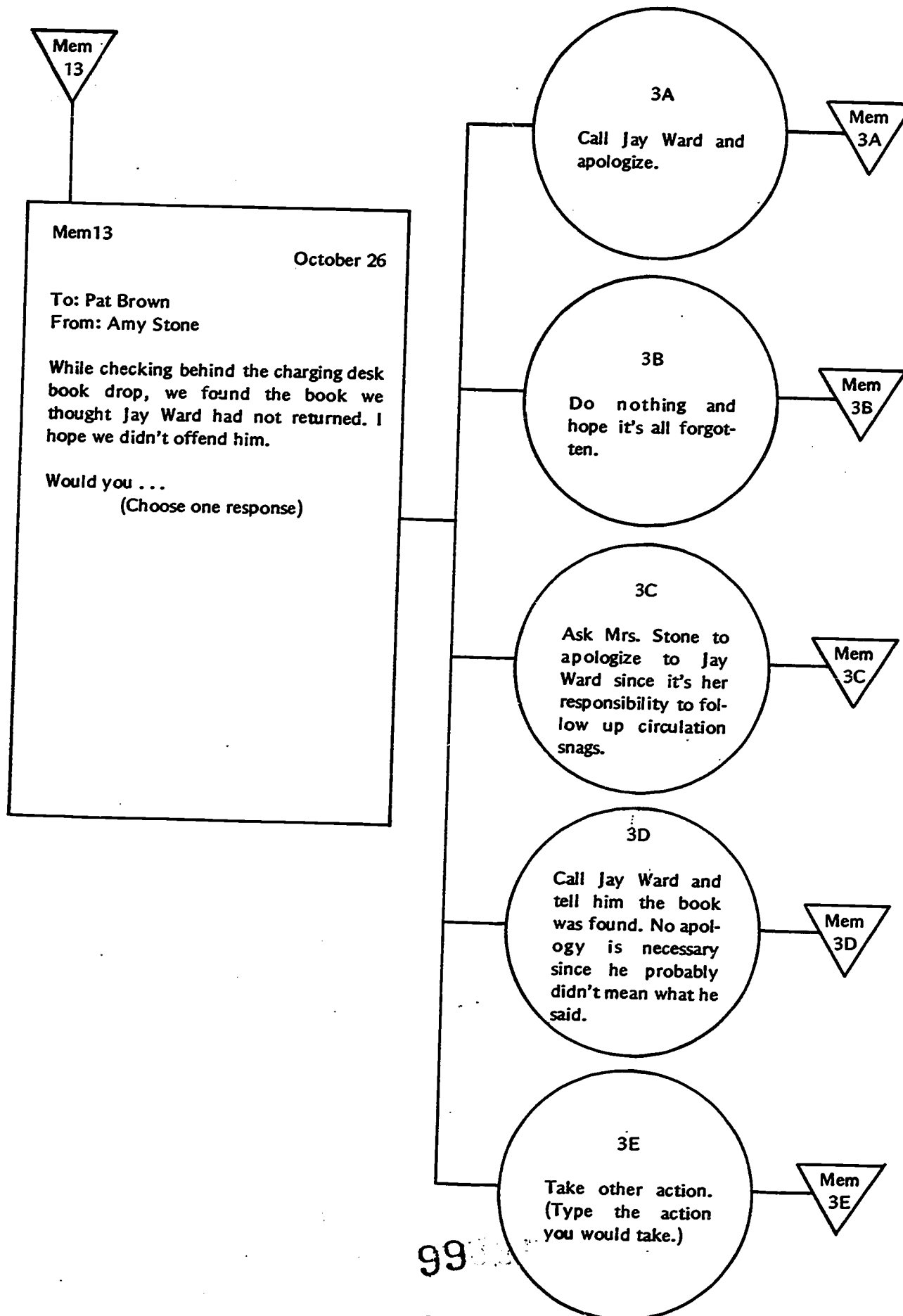
Prob  
4

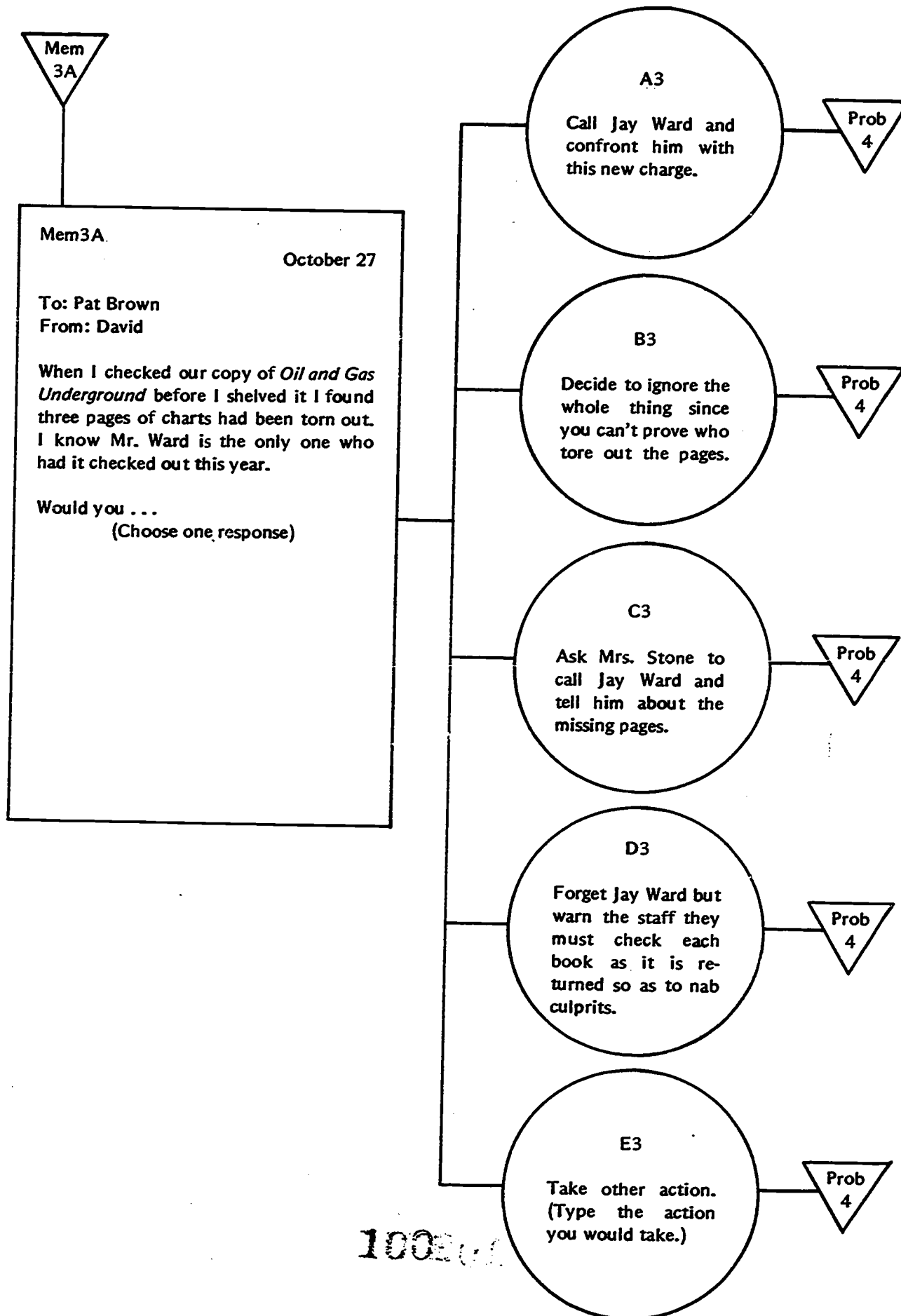
Y2

Say something else;  
take other action.  
(Type what you  
would say or what  
action you would  
take.)

Prob  
4

98







Mem  
3B

Mem3B

October 29

To: Pat Brown  
From: Barbara Main

Jay Ward stopped me in the cafeteria today and asked me if we had found the book he was supposed to have not returned. I told him yes. He seemed very mad that no one had told him. I thought you had. I'm sorry I spilled the beans.

Would you ...  
(Choose one response)

F3  
Call Jay Ward and apologize.

Prob  
4

G3  
Do nothing since he will soon forget the whole thing.

Prob  
4

H3  
Tell Barbara to check with you before telling other people library business.

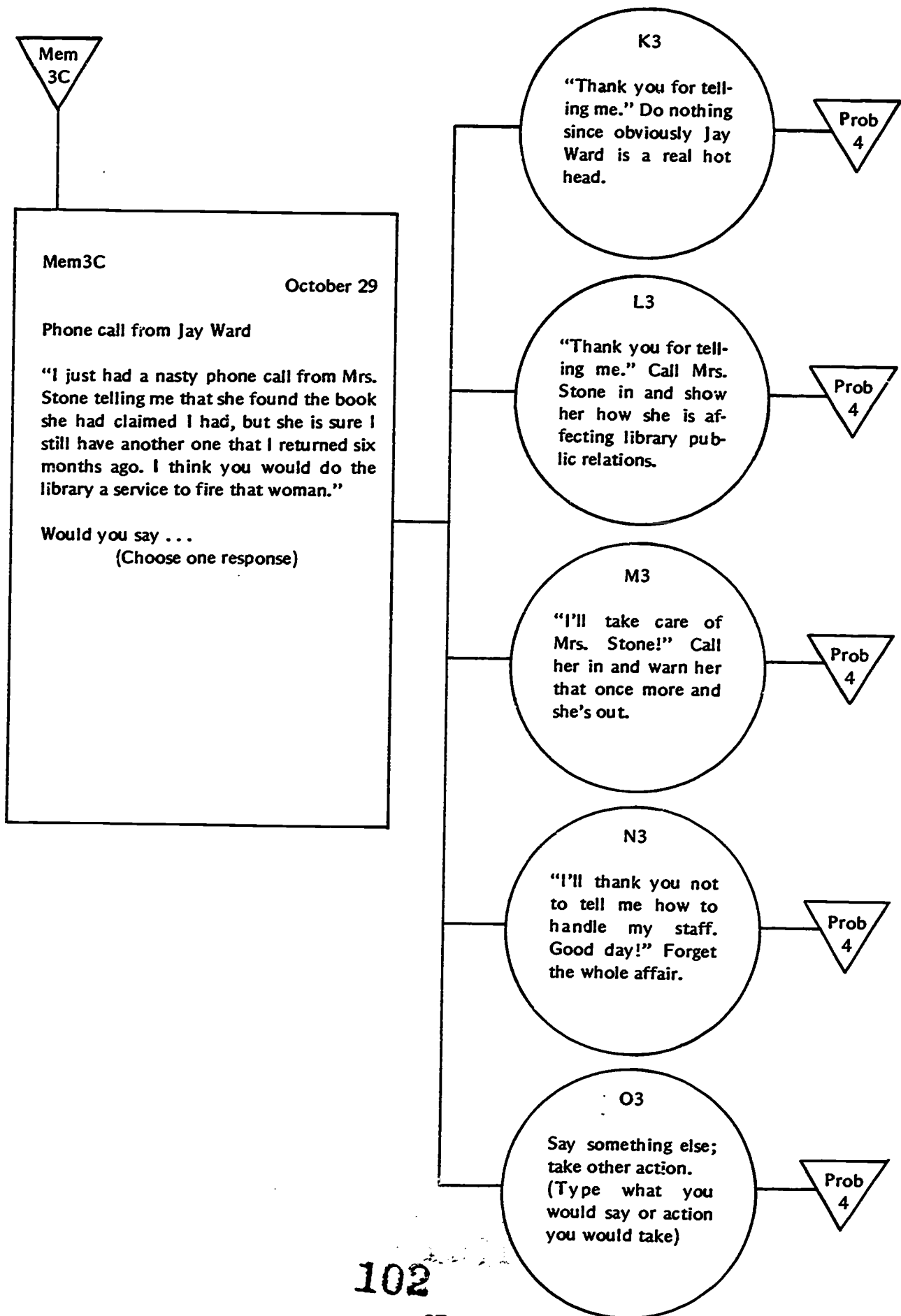
Prob  
4

I3  
Ask Mrs. Stone to apologize to Jay Ward since it is her responsibility to follow up circulation snags.

Prob  
4

J3  
Take other action.  
(Type the action you would take.)

Prob  
4



Mem  
3D

Mem3D

October 29

Phone call from Director, FRL

"Jay Ward just stopped by my office and told me you people accused him of not returning a book which he had had and that you then didn't bother to apologize when you found it. He was pretty upset about it. I thought you were interested in keeping good public relations with the men here."

Would you say ...  
(Choose one response)

P3

"I did apologize. Jay Ward is such a hot head he probably didn't hear me." Do nothing

Prob  
4

Q3

"I'm sorry to hear that. I'll call him immediately." Do nothing, since he has surely forgotten by now.

Prob  
4

R3

"I'm sorry to hear that. I'll call him immediately." Call and apologize.

Prob  
4

S3

"I didn't see any need to apologize since he was so nasty to us about it. I think he owes us the apology."

Prob  
4

T3

Say something else; take other action.  
(Type what you would say or action you would take)

Prob  
4

Mem  
3E

Mem3E

October 27

To: Pat Brown  
From: David

When i checked our copy of *Oil and Gas Underground* before I shelved it I found three pages of charts had been torn out. I know Mr. Ward is the only one who had it checked out this year.

Would you ...  
(Choose one response)

U3

Call Jay Ward and  
confront him with  
this new charge

Prob  
4

V3

Decide to ignore the  
whole thing since  
you can't prove who  
tore out the pages

Prob  
4

W3

Ask Mrs. Stone to  
call Jay Ward and  
tell him about the  
missing pages

Prob  
4

X3

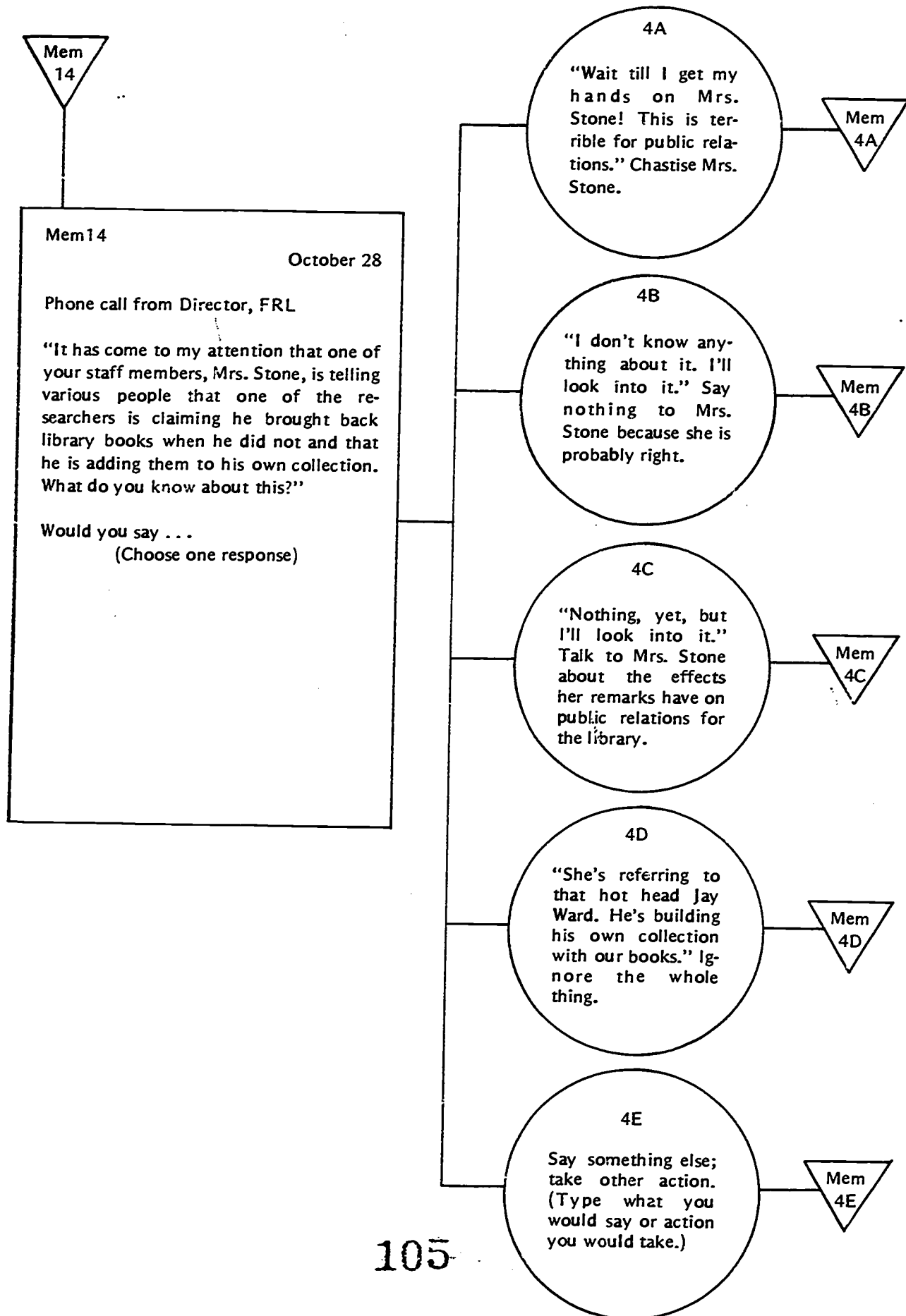
Forget Jay Ward but  
warn the staff they  
must check each  
book as it is re-  
turned so as to nab  
culprits

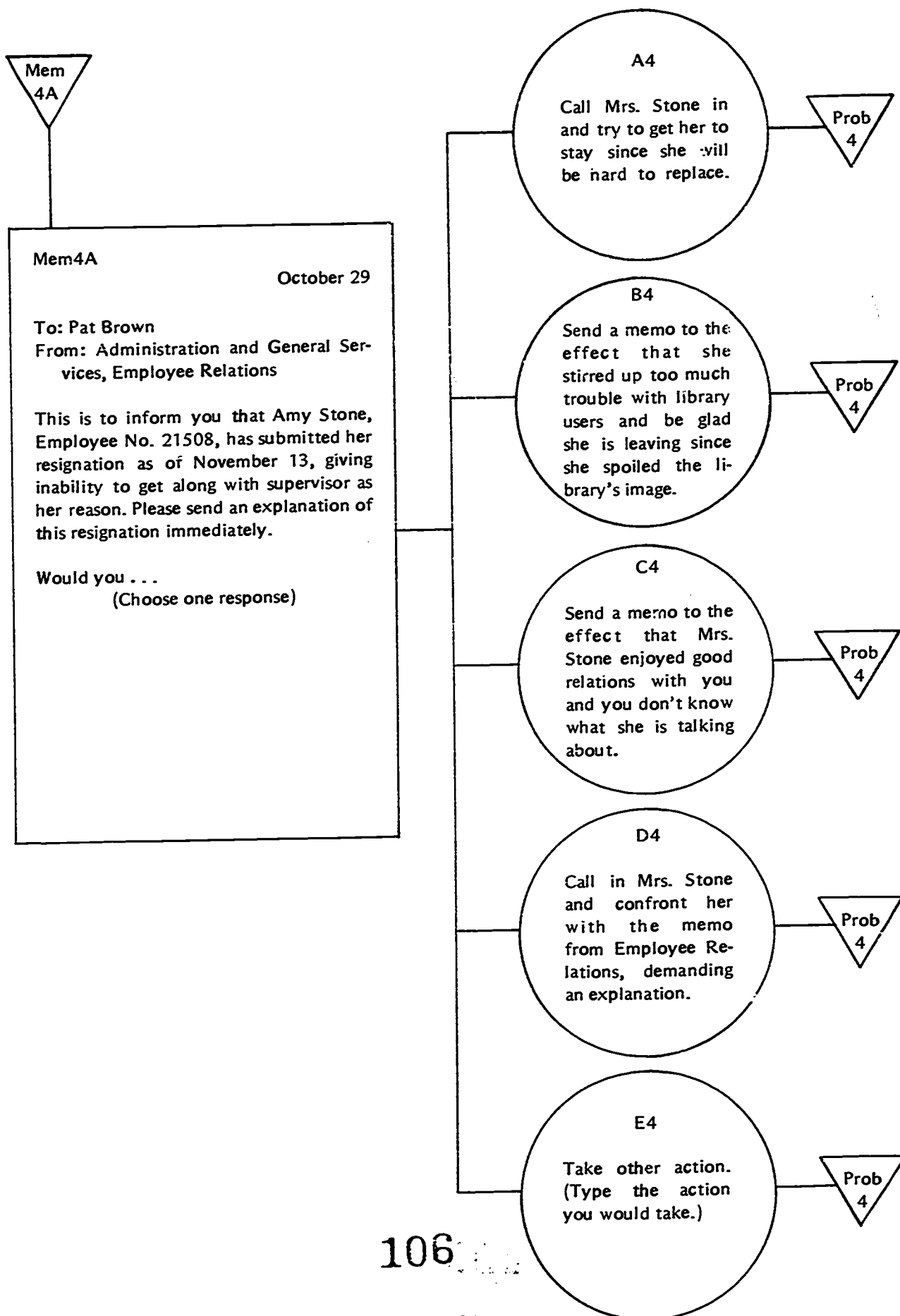
Prob  
4

Y3

Take other action  
(Type the action  
you would take)

Prob  
4





106



Mem  
4B

Mem4B

November 2

Phone call from Jay Ward

"Bill Clark just told me that Mrs. Stone is running around claiming I'm building a library with your books. I'd like you to know that I'm reporting this to the brass. You people have caused me enough trouble and you're going to pay for it."

Would you say . . .  
(Choose one response)

F4

"I can't be responsible for what Mrs. Stone says. Address your gripes to her, not me." Ignore the whole matter.

Prob  
4

G4

"If Mrs. Stone made that statement she may be right. Before you go to the top, I think I'd check your office book collection." Fight fire with fire.

Prob  
4

H4

"I'm so sorry this had to happen. You know how Mrs. Stone is. Why don't we forget the whole thing." Appeasement may get the library off the hook.

Prob  
4

I4

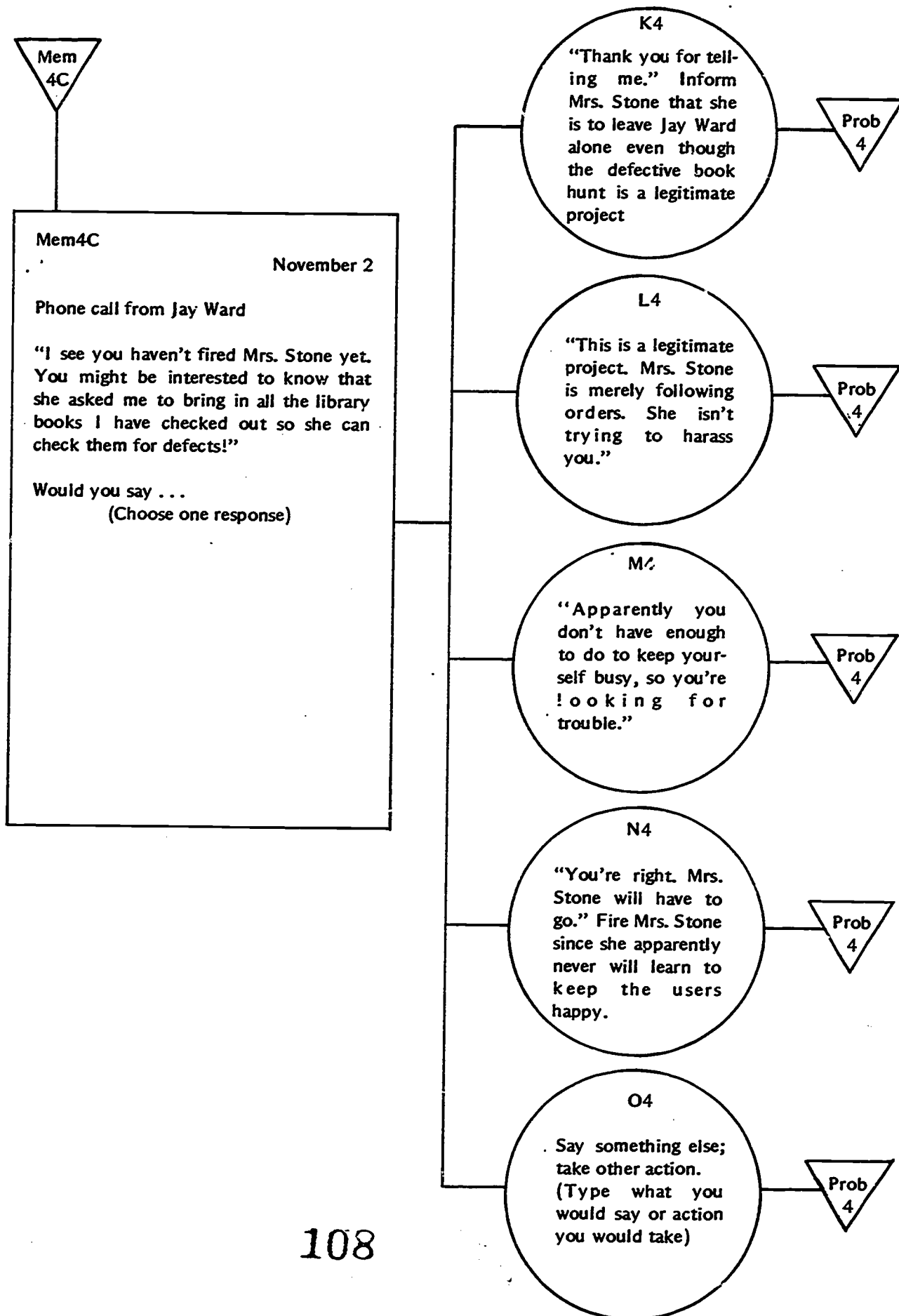
"Why don't you, Mrs. Stone and I have a meeting and see if we can work this out peacefully?" Arrange a conference.

Prob  
4

J4

Say something else; Take other action. (Type what you would say or action you would take.)

Prob  
4



Mem  
4D

Mem4D

October 30

To: Pat Brown

From: Head, Employee Relations

This is to inform you that you are to report at 8:30 a.m. on Monday, November 2, to this office to answer the following charges of Jay Ward, FRL Engineer:

1. that you called him various names in public, for example, hothead;
2. that you accused him of book stealing;
3. that you incited library staff members against him.

Would you ...

(Choose one response)

P4

Hand in your resignation since you don't care to work for a company that treats its employees this way.

Prob  
4

Q4

Confront Jay Ward for a showdown.

Prob  
4

R4

Fire Mrs. Stone since she started it all.

Prob  
4

S4

Call in sick on Monday and send the reference librarian in your place.

Prob  
4

T4

Take other action.  
(Type the action you would take.)

Prob  
4

109

Mem  
4E

Mem4E

November 2

Phone call from Jay Ward

"I see you haven't fired Mrs. Stone yet. You might be interested to know that she asked me to bring in all my library books so she could check them for defects."

Would you say . . .  
(Choose one response)

U4

"Thank you for telling me." Inform Mrs. Stone that she is to leave Jay Ward alone even though the defective book hunt is a legitimate project.

Prob  
4

V4

"This is a legitimate project. Mrs. Stone is merely following orders. She isn't trying to harass you."

Prob  
4

W4

"Apparently you don't have enough to keep yourself busy, so you're looking for trouble."

Prob  
4

X4

"You're right. Mrs. Stone will have to go." Fire Mrs. Stone since she apparently never will learn to keep the users happy.

Prob  
4

Y4

Say something else; take other action.  
(Type what you would say or action you would take.)

Prob  
4

110

Mem  
15

Mem15

October 26

To: Pat Brown

From: Jim Jolly, Intermediate Re-  
searcher

Just thought you might like to know  
that Jay Ward has about 25 of your  
books that probably aren't checked out  
to him. Some of the rest of us would like  
to use them once in a while!

Would you ...

(Choose one response)

5A

Ignore the memo  
since Jim Jolly is  
obviously just trying  
to stir up some-  
thing.

Mem  
5A

5B

Confront Jay Ward  
and demand to look  
at his book case.

Mem  
5B

5C

Tell Jim Jolly to go  
check the actual  
books before he  
makes any accusa-  
tions.

Mem  
5C

5D

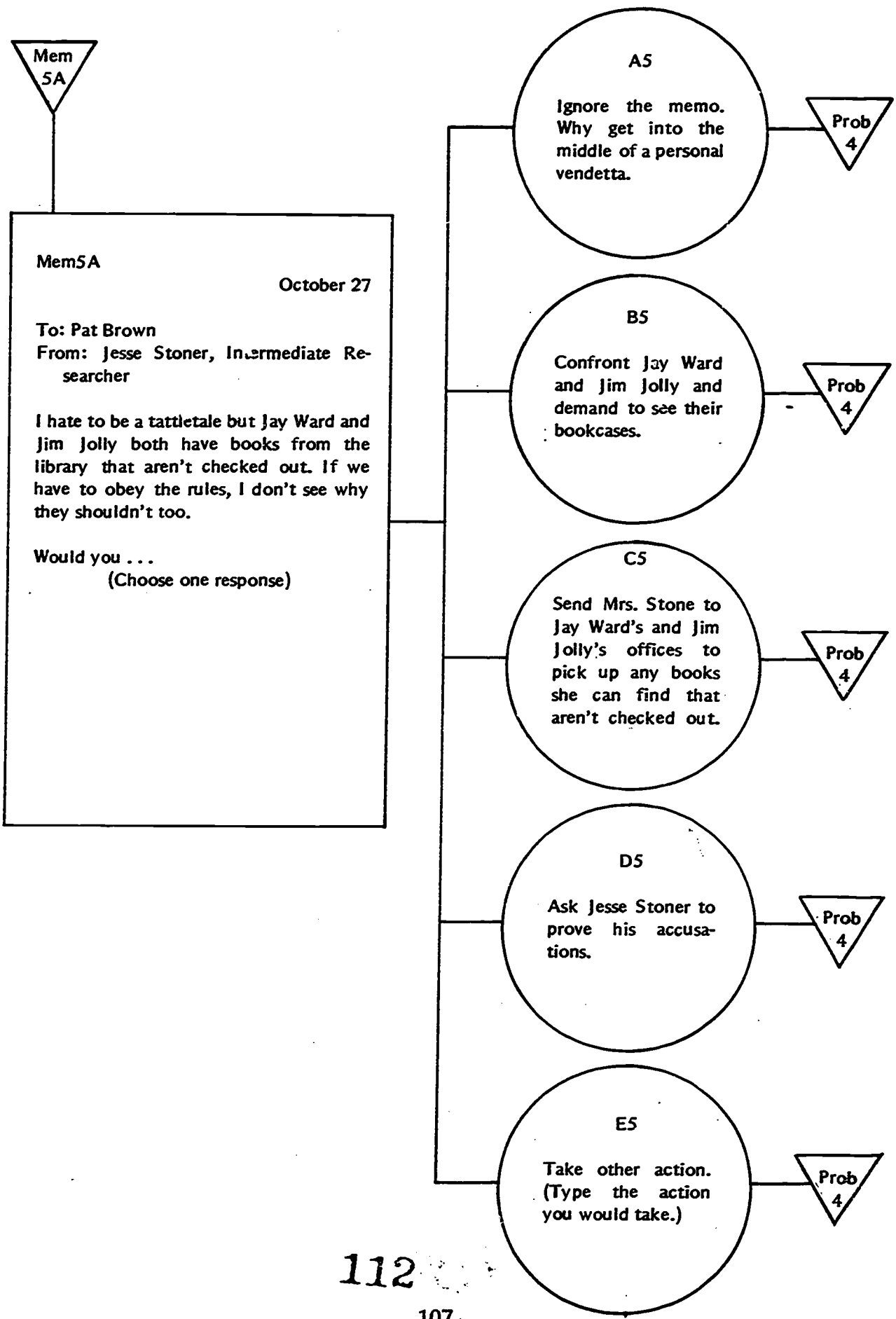
Send Mrs. Stone to  
gather up any books  
Jay Ward has that  
aren't checked out.

Mem  
5D

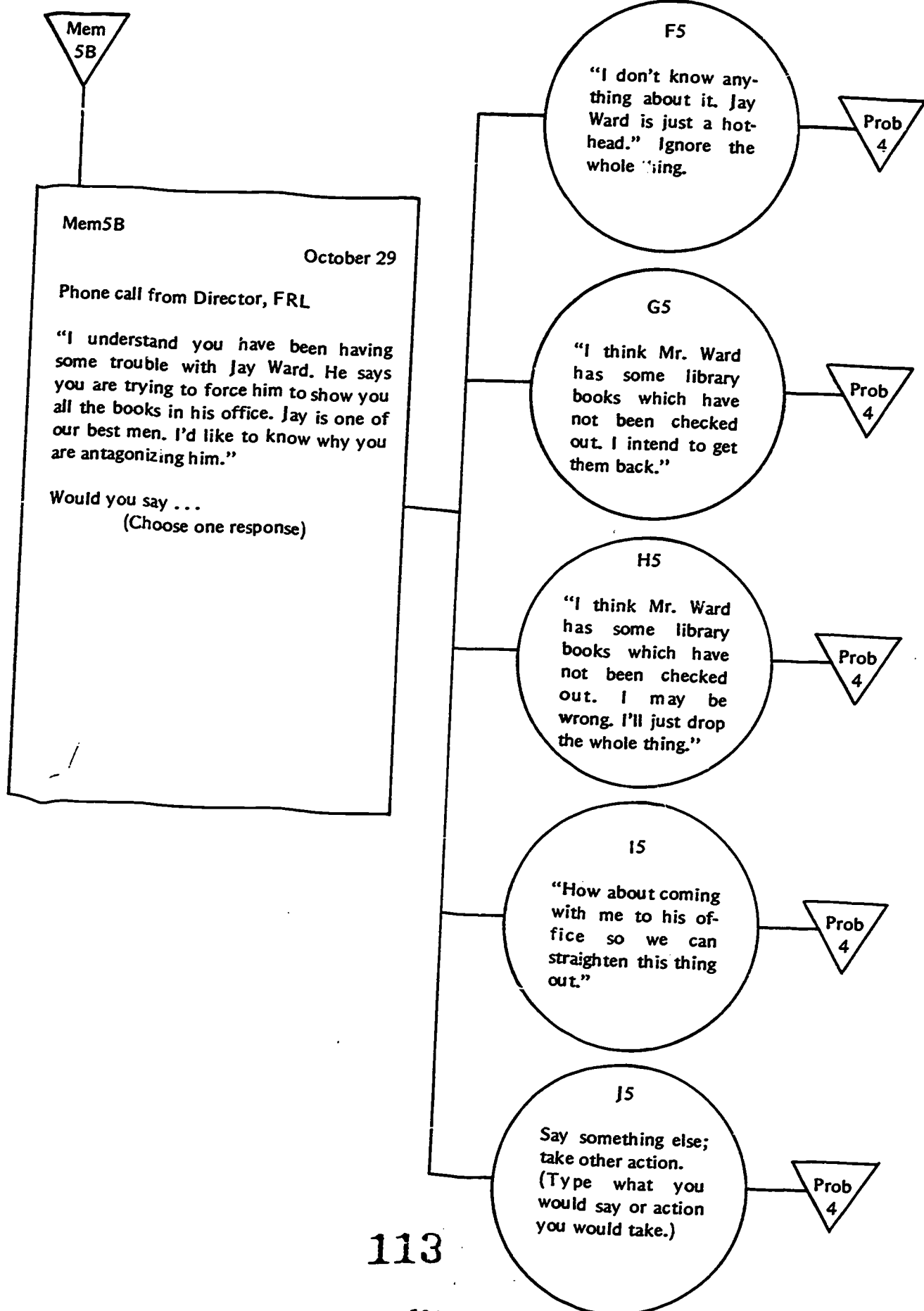
5E

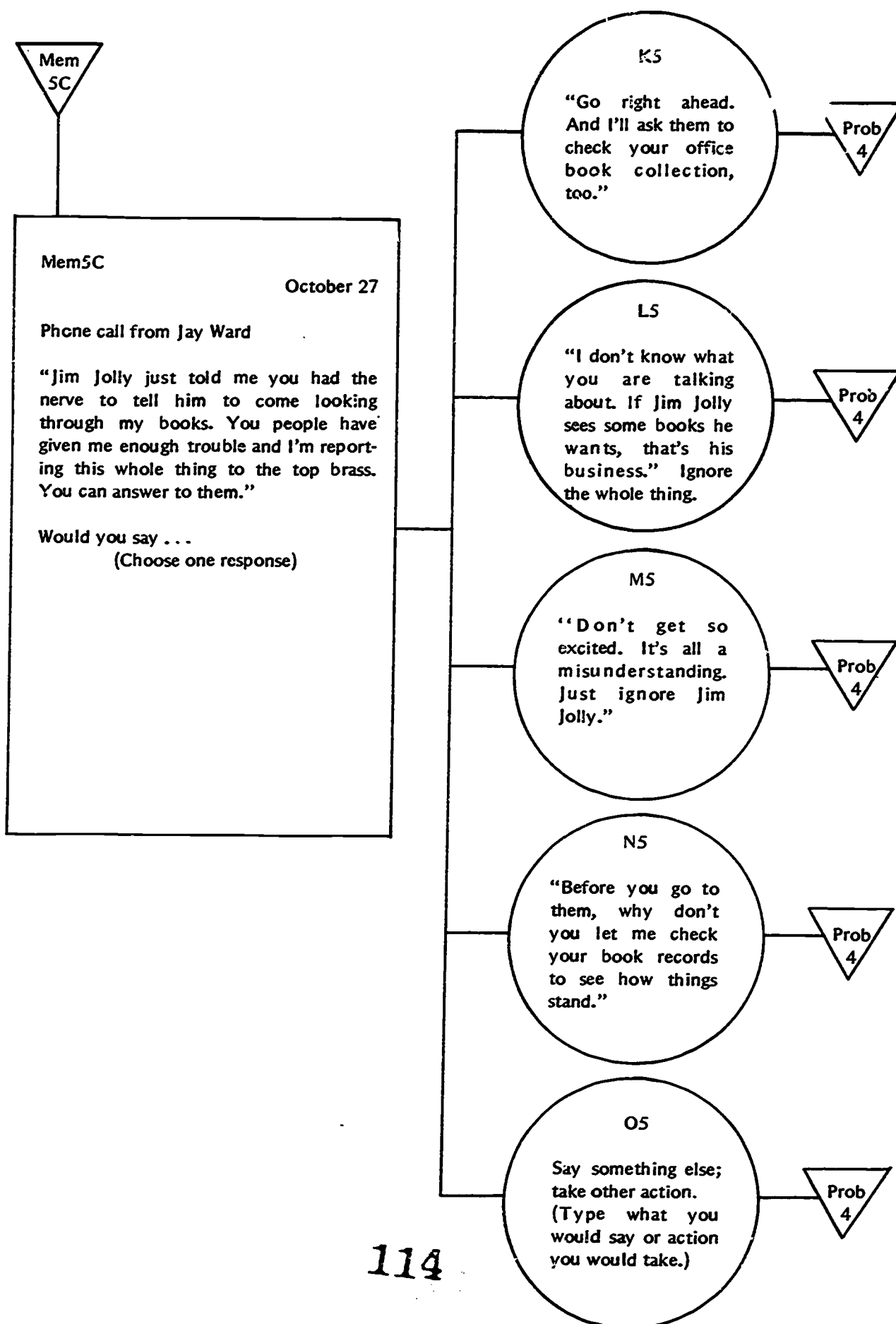
Take other action.  
(Type the action  
you would take.)

Mem  
5E









114

Mem  
SD

MemSD

October 27

Phone call from Jay Ward

"Mrs. Stone just told me you had the nerve to send her to my office for books you claim I haven't checked out. You people have given me enough trouble and I'm reporting this whole thing to the top brass. You can answer to them."

Would you say ...  
(Choose one response)

P5

"Go right ahead. And I'll ask them to check your office book collection too."

Prob  
4

Q5

"Mrs. Stone certainly did misunderstand my directions. I told her to ask you for the books that are overdue."

Prob  
4

R5

"I don't know what you're talking about. I never told Mrs. Stone to do any such thing."

Prob  
4

S5

"Before you make any hasty moves you'd better let me check your book record to see how you stand."

Prob  
4

T5

Say something else; take other action.  
(Type what you would say or action you would take.)

Prob  
4

115

Mem  
5E

Mem5E

October 26

To: Pat Brown  
From: Jay Ward

Since you are always on me about overdue books, I'd like to inform you that Jim Jolly has at least a dozen that he has never even checked out of the library. Why don't you do something about him instead of riding me all the time?

Would you ...  
(Choose one response)

U5

Ignore the whole thing since obviously there is a personal vendetta going on.

Prob  
4

V5

Call in Jim Jolly and Jay Ward and confront them with the two memos.

Prob  
4

W5

Thank Jay Ward for this interesting information and go to Jim Jolly's office to check his book collection.

Prob  
4

X5

Send Mrs. Stone to gather up any books Jim Jolly has that aren't checked out, but say nothing to Jay Ward about it.

Prob  
4

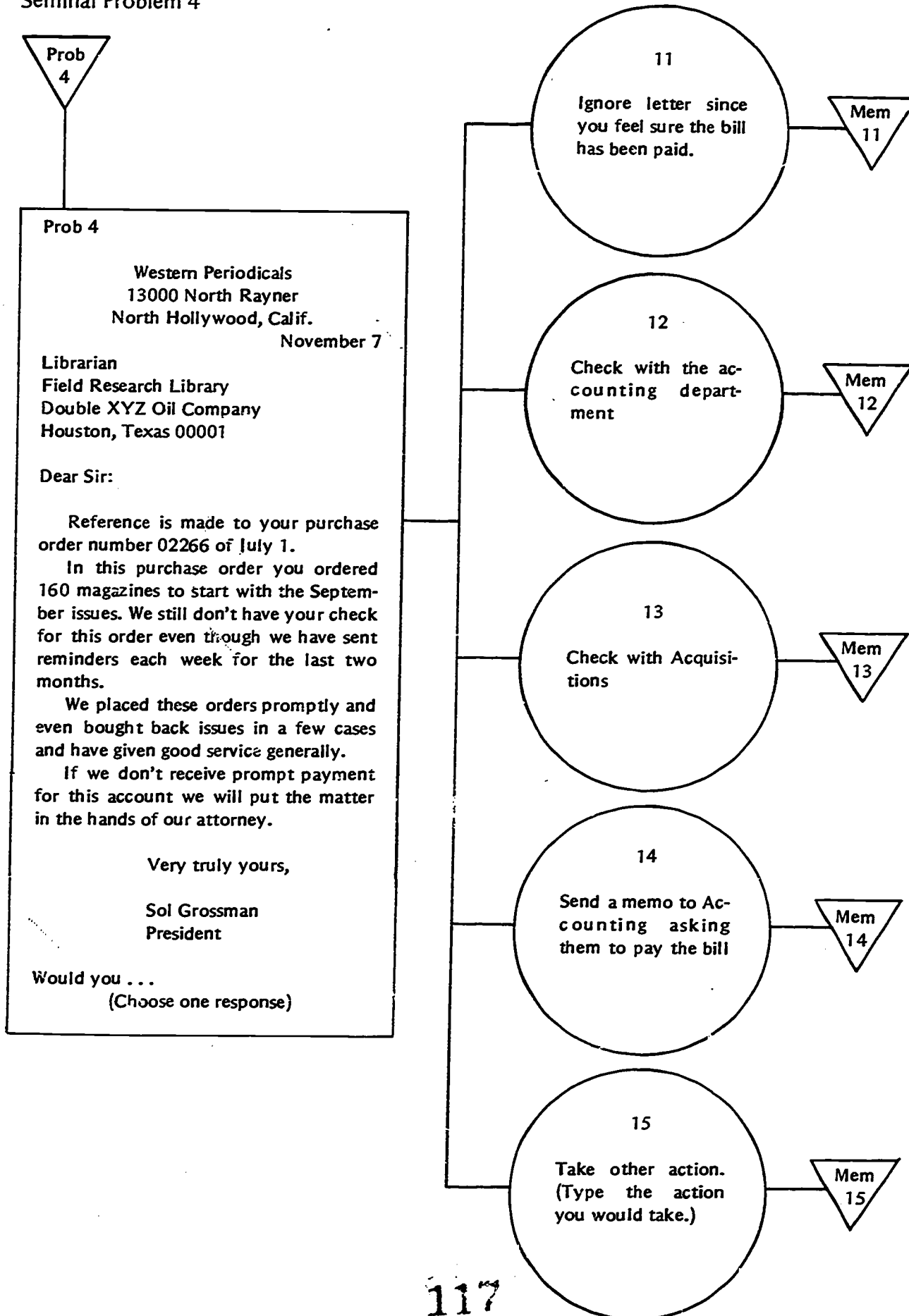
Y5

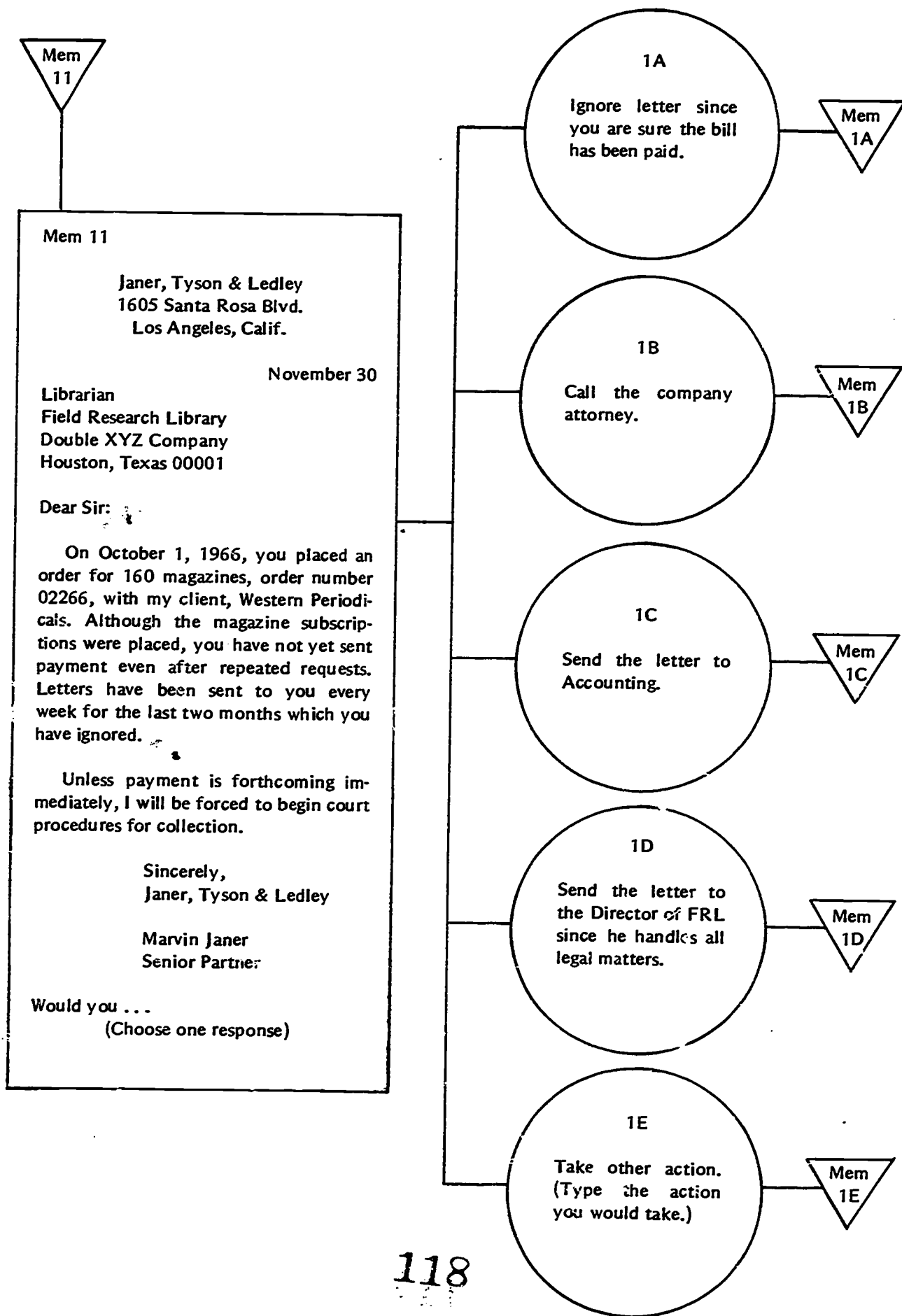
Take other action.  
(Type the action you would take.)

Prob  
4

116

Seminal Problem 4







Mem  
1A

Mem 1A

**DISTRICT COURT FOR THE  
STATE OF TEXAS**

**Civil Action, File Number 18903**

**Western Periodicals, Plaintiff**

**v.**

**Double XYZ Oil Company,  
and  
Pat Brown, Defendants**

You are hereby directed to appear and answer the complaint in an action entitled as above, within 30 days after the service on you of this summons.

The said action is brought to recover of you the sum of 1,920.35 dollars, for goods sold and delivered to and at your request.

And you are hereby notified that unless you appear and answer as above required, the said plaintiff will take judgment for any money demanded in the complaint.

Given under my hand and seal of the District Court of the county of Harris, state of Texas, this 3rd day of December.

**John M. Burns  
Clerk of Court**

Would you ...  
(Choose one response)

A1

Ignore summons  
since the front of-  
fice will handle the  
case anyway

B1

Call the company  
attorney

C1

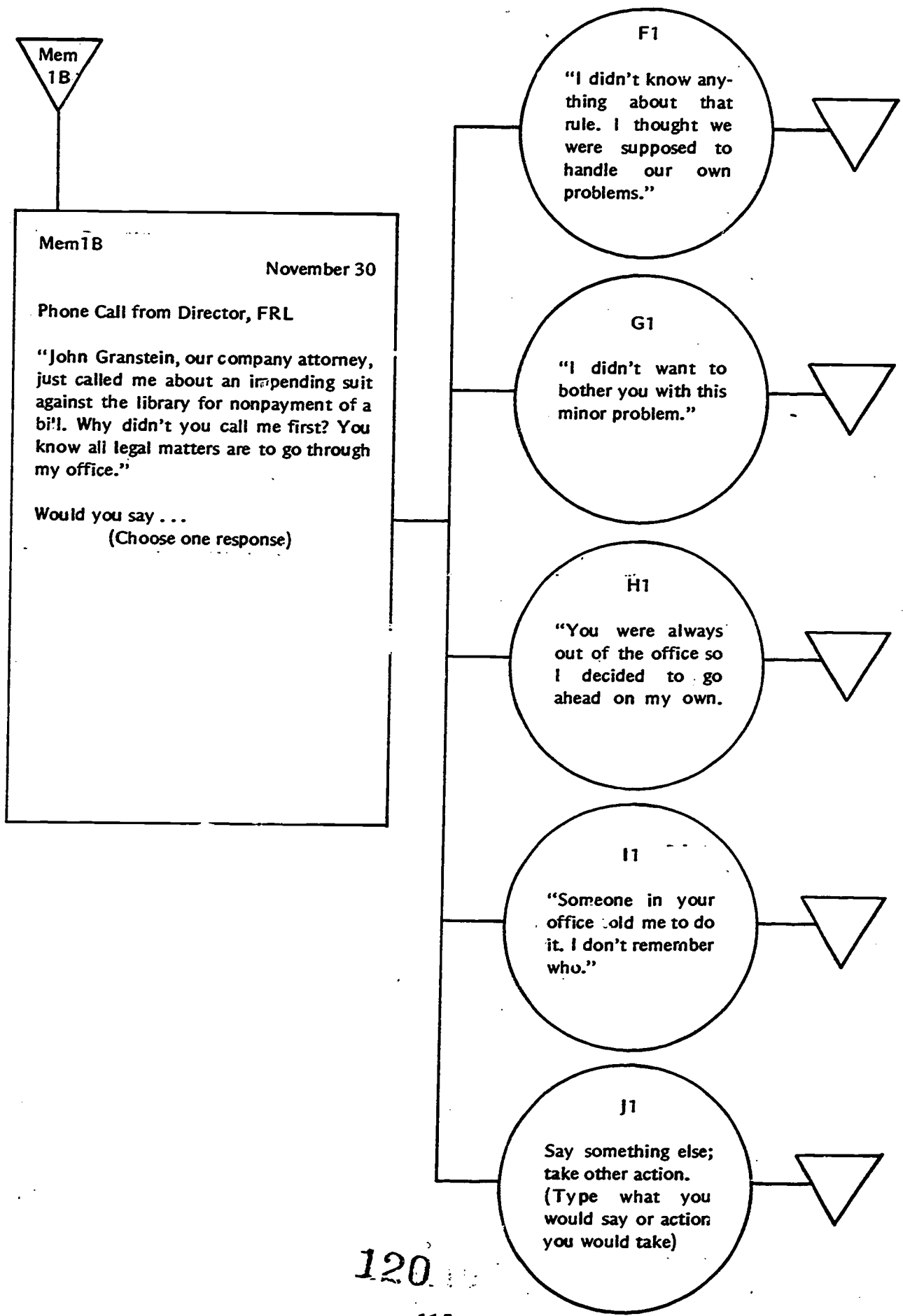
Call Janer, Tyson  
and Ledley and tell  
them you are not  
legally responsible  
for Double XYZ Oil  
Company's bills

D1

Send the summons  
to the Head, Ad-  
ministration and  
General Services  
since you aren't le-  
gally responsible in  
cases of legal action  
against the com-  
pany.

E1

Take other action.  
(Type the action  
you would take)



120

Mem  
1C

Mem 1C

DISTRICT COURT FOR THE  
STATE OF TEXAS

Civil Action, File Number 18903

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Double XYZ Oil Company  
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Given under my hand and seal of the  
District Court of the county of Harris,  
state of Texas, this 3rd day of Decem-  
ber.

John M. Burns  
Clerk of Court

Would you ...  
(Choose one response)

K1

Ignore summons  
since the front of-  
fice will handle the  
case anyway

L1

Call the company  
attorney

M1

Call Janer, Tyson  
and Ledley and tell  
them you are not  
legally responsible  
for Double XYZ Oil  
Company's bills

N1

Send the summons  
to the Head, Ad-  
ministration and  
General Services  
since you aren't le-  
gally responsible in  
cases of legal action  
against the company

O1

Take other action.  
(Type the action  
you would take)

Mem  
1D

Mem 1D

November 31

Phone Call from Secretary, Director of  
FRL

"The boss is gone for the next week and  
this looks like an urgent matter. His  
assistant may be able to handle it but  
you know he is new. What do you want  
to do?"

Would you say . . .  
(Choose one response)

P1

"Ju... send it all  
back and I'll try to  
take care of it my-  
self."

Q1

"Give it to the new  
assistant. It'll be a  
good opportunity to  
test his abilities."

R1

"Just leave it in the  
boss's in-basket. I  
don't think it's  
really that urgent."

S1

"Send it on to the  
head of Administra-  
tion and General  
Services. I probably  
should have sent it  
there first anyway."

T1

Say something else;  
take other action.  
(Type what you  
would say or what  
action you would  
take)

122

117

Mem  
1E

Mem 1E

PUBLISHER'S WEEKDAY

"Oldest Voice in the Business"

December 3

WESTERN PERIODICALS BANKRUPT

Old-line Western Periodicals today announced that bankruptcy proceedings have been filed against its assets in order to pay off a \$3,500,000 debt. The company ran into financial difficulties when it refused to automate and could not cope with rising labor costs. Although Western Periodicals continued to give the personalized service for which it was noted, the company has been consistently in the red for the last 3 years.

Pat—Did you know about this?

Barbara

Would you ...  
(Choose one response)

U1

Call Accounting and tell them to forget the whole thing.

V1

Ask Jill to urge her friends in Accounting to send the check since that is the least you can do to help such a fine old company as Western Periodicals.

W1

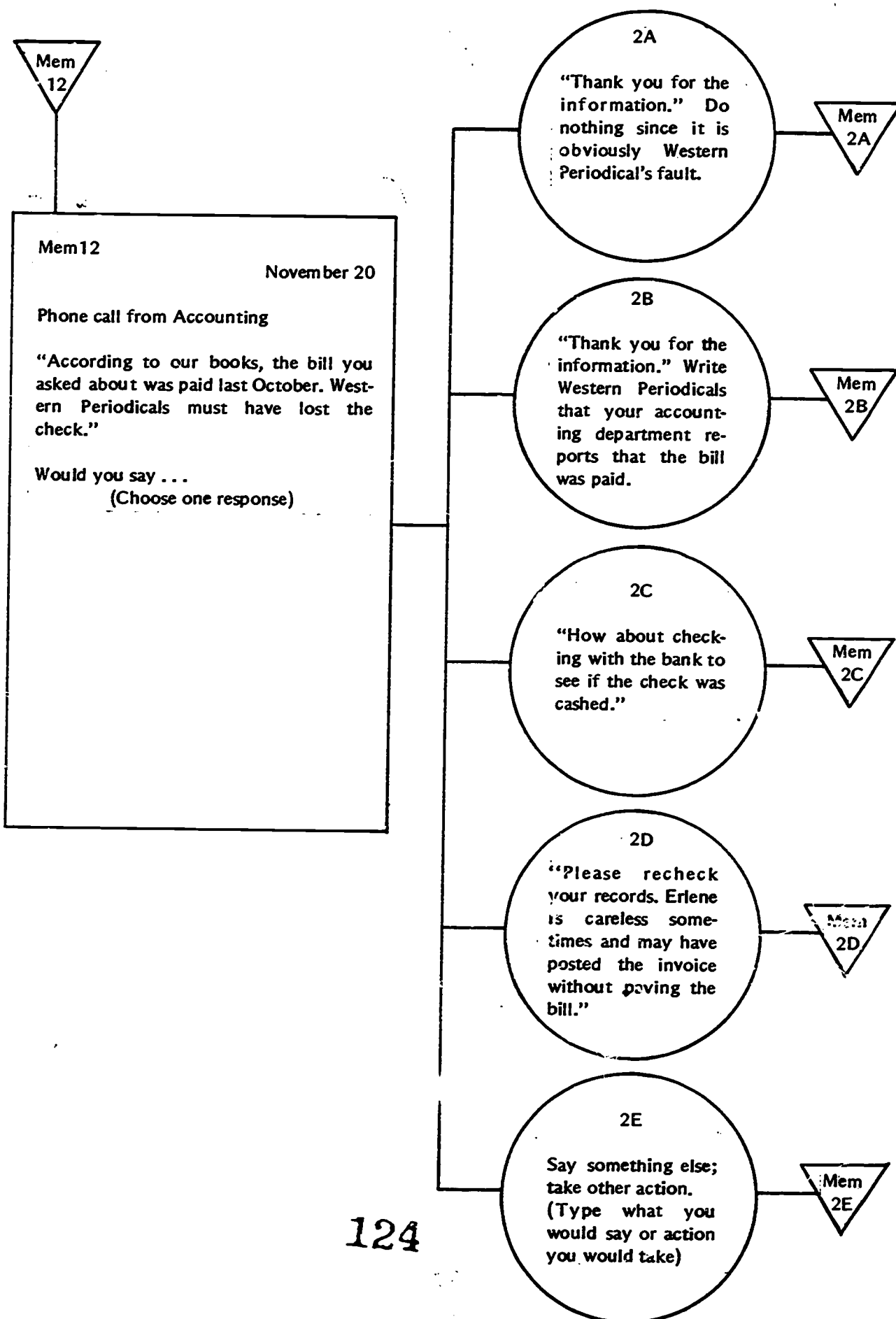
Ignore the whole thing since it is out of your hands now anyway.

X1

Call Double XYZ's company attorney to see where you stand with this new wrinkle.

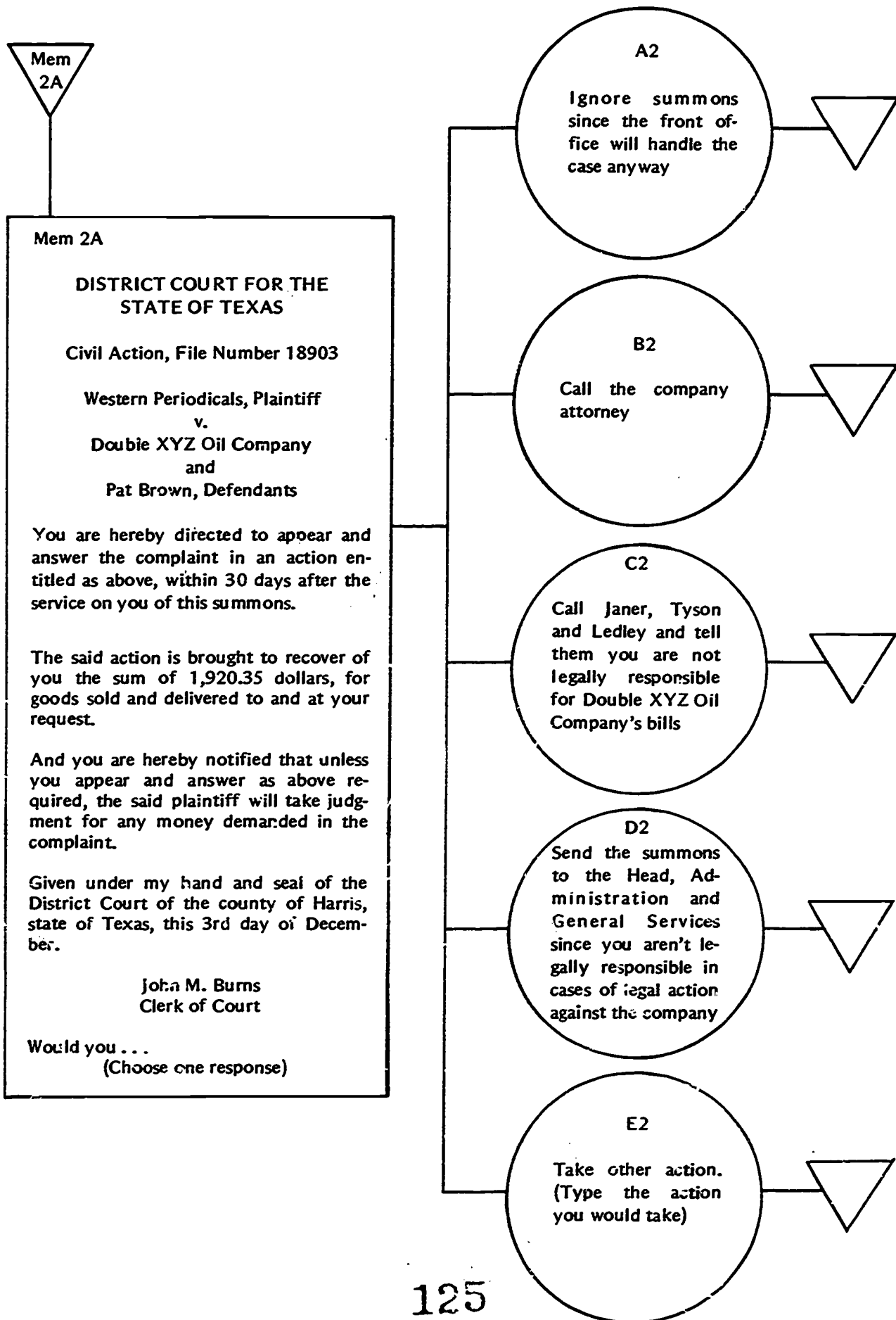
Y1

Take other action.  
(Type what you would say or what action you would take)



124





Mem  
2B

Mem 2B

November 24

Phone Call from Accounting

"Guess what we found behind the outgoing mail table when we pulled it away from the wall today—the check that was supposed to go to Western Periodicals! We'll send another one to them airmail."

Would you say . . .  
(Choose one response)

F2

"How do you expect me to run a library when you people are so careless! I'm reporting this to the front office."

G2

"Well, at least that mystery is solved!"  
Call Western Periodicals and apologize.

H2

"Well, at least that mystery is solved!"  
Write Western Periodicals a letter of apology.

I2

"Thanks for telling me." Say nothing to Western Periodicals since they have been so nasty.

J2

Say something else; take other action.  
(Type what you would say or action you would take)

